

Journal of College Placement

Formerly

SCHOOL AND COLLEGE PLACEMENT

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FOUR DOLLARS A YEAR

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**THE
ALUMINUM INDUSTRY
WAS BORN ON ►
SMALLMAN
STREET**

In 1888, the aluminum industry consisted of one company—located in an unimpressive little building on the east side of Pittsburgh. It was called The Pittsburgh Reduction Company. The men of this company had real engineering abilities and viewed the work to be done with an imagineering eye. But they were much more than that. They were pioneers . . . leaders . . . men of vision.

A lot has happened since 1888. The country . . . the company . . . and the industry have grown up. Ten new territories have become states, for one thing. The total industry now employs more than 1,000,000 people—and the little outfit on Smallman Street? Well, it's a lot bigger, too—and the name has been changed to Alcoa.

ALUMINUM COMPANY OF AMERICA . . . but it's still the leader—still the place for engineering "firsts."

As you prepare to trade textbooks for a position in industry, consider the advantages of joining a dynamic company like Alcoa—for real job stability and pleasant working conditions—where good men move up fast through their association with the recognized leaders in the aluminum industry.

Alcoa's new
aluminum office
building



We have fine positions for college graduate engineers—in our plants, sales offices and research laboratories from coast to coast. These are positions of responsibility in production supervision, plant and design engineering, industrial research or sales engineering. Right now it may be quicker than you think from a seat in the classroom to your career with Alcoa. Why not find out?

Your Placement Director will be glad to make an appointment for you with our personnel representative. Or just send us an application yourself. ALUMINUM

COMPANY OF AMERICA, 1825
Alcoa Bldg., Pittsburgh 19, Pa.

ALCOA 
ALUMINUM

ALUMINUM COMPANY OF AMERICA

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**In the next 10 years
there will be more opportunity
in the electrical industry
than in all the 75 years
since Edison invented his lamp**

THREE quarters of a century after the beginning of the Age of Light, you might think that the Age of Opportunity in electricity had pretty well ended.

Exactly the opposite is true.

So many promising new ideas are now being developed that at General Electric we expect to produce more in the next ten years than in all the previous 75 years of our existence. Electronics, home appliances, the development of peace-time uses for atomic energy—these are only some of the fields where great progress will be made.

We know you will share in this progress whatever your career. Perhaps you will contribute to it.



Thomas Edison invented his electric light at age 32.

Progress Is Our Most Important Product

GENERAL  ELECTRIC

Journal of COLLEGE PLACEMENT

Published four times a year by College Placement Publications Council

Editor . . . ROBERT T. ADDIS

Editorial Policy Advisor . . . PAUL W. BOYNTON

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123 South Broad Street, Philadelphia 9, Pa.

In this day of television, I wish it might have been possible for each member of the regional placement associations to tune in on the meeting of your College Placement Publications Council in Philadelphia on June 22 to share personally in the aura of interest evidenced in the past progress of the Board, and to capture completely the enthusiasm and aspirations of the group for expanding the services of the Journal in the future.

Your individual efforts are being enlisted to insure this increase in activities and finances. You may help to determine policies and magazine content and to promote financial support by communicating your suggestions and ideas to your own regional representative on the Council who has been appointed by your president. The measure of worthfulness of the Journal of College Placement to you can be in direct proportion to your interest and participation in your Council's activities.

I want to express the great appreciation of all of us to the retiring Board for their high effort and marked accomplishment, and also our gratefulness to each of you who has so generously supported that Board. The spirit already evidenced by the new Council insures that it will endeavor to add materially to the excellent foundation on which our publication has already been established. With the constant interest and support on the part of all of our Associations, the forthcoming year promises to be one of continued growth.

Helen M. Barnes
President, 1954-55

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PRINTED IN THE UNITED STATES OF AMERICA

some facts *about* **Monsanto**

Q. *What is Monsanto?*

A. A world-wide chemical company of 20,000 people. With headquarters in St. Louis, Monsanto operates manufacturing divisions in the U. S., with plants, laboratories and sales offices from coast to coast. Monsanto Overseas has branches or affiliates in 11 countries, representatives in 70 more. Sales in 1953 were 28% higher than in 1952. Monsanto ranks sixth in size among companies in the chemical industry.

Q. *What does Monsanto make today?*

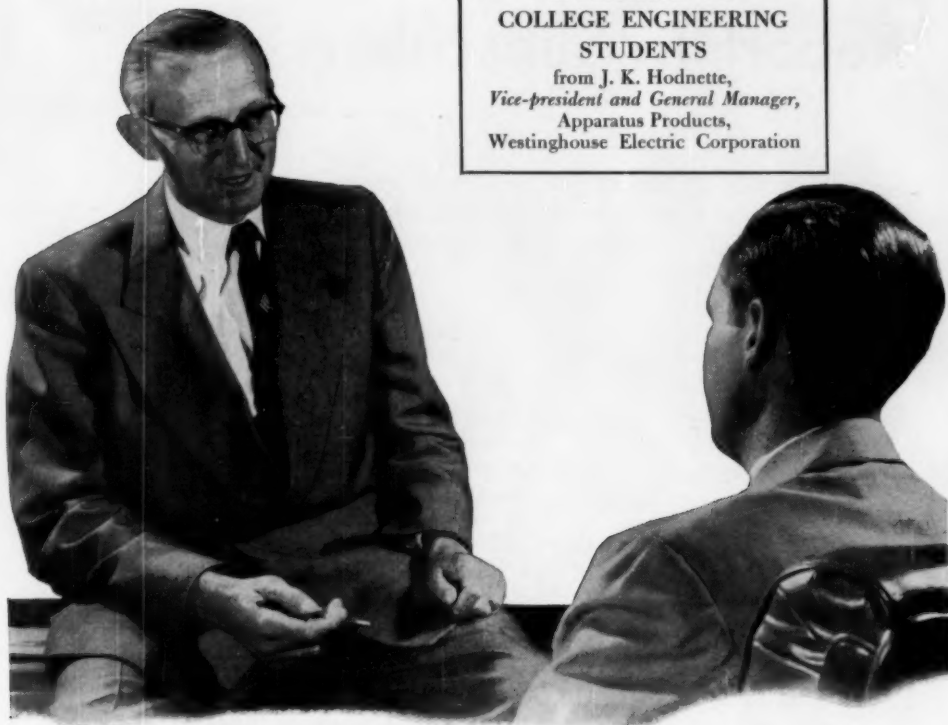
A. More than 400 chemicals for industry and the consumer. Among them: detergents, acrylic fibers, soap and food phosphates, pharmaceuticals, agricultural and rubber chemicals, glues, coatings, plasticizers, resins, garden and textile chemicals, petroleum additives, hydraulic fluids, soil conditioners, wood preservatives. Monsanto is also the first American company to manufacture all of the 6 major plastics: styrene, phenolics, cellulose, vinyls, amino plastics and polyethylene.



Serving Industry . . . Which Serves Mankind

**A MESSAGE TO
COLLEGE ENGINEERING
STUDENTS**

from J. K. Hodnette,
Vice-president and General Manager,
Apparatus Products,
Westinghouse Electric Corporation



To the young man with a vision of success

Success means different things to different men. It can mean professional recognition, or great achievement, or exciting work, or many other things. Whatever its special meaning to you—keep its image in your mind, for you are already well on the way to achieving it!

If you are *determined* to become a research scientist, you *can* be. If you have a burning ambition to become a sales engineer, you can be. If you have your sights set on a top executive spot, you'll be there some day. One might think a large company like Westinghouse would have more pressing things to think of than the ambitions of its young engineers. On the contrary. Nothing is more important . . . for

our professional people are our biggest asset.

Here at Westinghouse, intensive efforts are made to help our professional men realize their individual goals—through extensive training programs, study programs leading to advanced degrees, leadership programs, and guidance in professional development. You are treated as an individual at Westinghouse.

If you have the will, and are prepared, we can show you the way.

For information on career opportunities with Westinghouse, consult the Placement Officer of your University, or send for our 34-page book, "Finding Your Place in Industry." Write: Educational Department, Westinghouse Electric Corporation, East Pittsburgh, Pennsylvania. G-10252-A

YOU CAN BE SURE...IF IT'S Westinghouse

This advertisement appears in College Engineering Magazines

Report To Subscribers

. . . Operations During 1953-54

As a subscriber, we believe you will be interested in receiving this report on the status and progress of the JOURNAL and the organization which publishes it, The College Placement Publications Council.

From a Financial viewpoint, the operations of the Council for the fiscal year 1953-54 were definitely successful. We survived a change in Editors in mid-year without any impairment to our finances or our prestige, and we continued to be a solvent enterprise, as we have been since the transfer of responsibility from former management to the present direct control by placement and recruiting people.

Specifically, we added \$561.96 net income from last year's operations to our previous balance, so that our cash balance as of June 30, 1954, was \$1,821.73. To become completely self-supporting, we need \$3,000 for working capital; our operations last year contributed to this financial objective, and our policies for the future assure attainment of financial independence if *you* continue to support the JOURNAL.

From a Management viewpoint, there were two outstanding features during the past year. On October 20, 1953, the Constitution and By-Laws were ratified to create the College Placement Publications Council. The formal organization of a recognized body to publish the JOURNAL not only gives the magazine a sponsoring institution, but also provides a legal status for existence.

The second feature under this topic pertains to the re-organization of internal operating procedures and facilities, resulting in greater efficiency and stability on the part of our office staff.

For the new management of the Council during the 1954-55 fiscal year, your attention is called to the inside cover of this magazine.

From an Editorial viewpoint, your comments, requests for additional copies, and other actions indicate the favorable response to the annual surveys, the feature articles on careers and placement and recruiting matters, and the special surveys included during the past year.

From a Circulation viewpoint, we had a slight increase for the past year. The Middle Atlantic and Midwest regions have the greatest number of subscribers to the JOURNAL. Last year we published a total of 9,300 copies with an average circulation per issue of 2,050. This represents the greatest number in the history of the JOURNAL, but also indicates that the potential number of subscribers in the country can still be increased considerably.



ANNUAL MEETING JUNE 22, 1954, WARWICK HOTEL, PHILADELPHIA

Standing: Robert J. Canning, E. Craig Sweeten, Alice N. Davis, Lou Russell, Ava F. Sellers, Walter M. Bristol, Jane Andrews, Louis D. Trager, William S. Idler, Helen M. Barnes, J. Edward Smith, Fannie Y. Mitchell, Phillip H. Yost, George N. P. Leetch.
Seated: Eugene W. Dils, Paul W. Boynton, Joan F. Bishop, George D. Lobingier, John E. Steele, Robert T. Addis.

From an Advertising viewpoint, the support received was very gratifying, and no advertiser had to be turned down for more than one issue. Although the Administrative Board increased the advertising rates by 20% for next year, I would like to remind everyone that this is the *first* increase in advertising rates since the JOURNAL was first published in 1940! Subscribers who recruit college graduates are reminded to advertise in the JOURNAL since it is the most-read media of communication in this field throughout the country.

From a Personal viewpoint, much of the service and success of the JOURNAL in the future will depend upon *your* continued support and *your* willingness to inform the members of the Administrative Board or the Secretary-Editor as to *your* comments, criticisms and ideas for improving the magazine. If you wish further details on any phase of last year's operations, please contact me or Robert T. Addis, our Secretary-Editor.

It has been a genuine pleasure and an enlightening experience to serve as your chief administrative officer during the past fiscal year, and I would like to take this opportunity to thank each and every one of you for your support and cooperation during my term of office.

JOHN E. STEELE
 President, 1953-54

Look at both sides of the coin



"What does GM EXPECT of the engineering graduates it employs?"



"What does GM OFFER its new engineering graduates?"

THESE are the two basic questions asked by most of the soon-to-graduate engineering students who come to us for advice.

We can give no briefer and more accurate reply to both those questions than by quoting Harlow H. Curtice, President of General Motors:

"We value the new engineer for his grounding in the fundamentals, but we value him also for his vision and his dreams of working with others on the products to come."

"We try to pass on to him such knowledge as his engineering tasks require and we encourage him to develop new information as he grows in professional stature."

There you have both sides of the coin—what GM seeks, what GM offers. There is the major reason why engineering graduates, only about 2 per cent of total employment at GM will, if the established pattern

continues, eventually fill about 40 per cent of executive posts. It is why 14 out of 38 corporate officers have engineering backgrounds—and why about half of the vice presidents began as engineers.

And there, also, is a compelling explanation for GM's leadership in so many technical fields.

GM POSITIONS NOW AVAILABLE IN THESE FIELDS:

- Mechanical Engineering
- Metallurgical Engineering
- Electrical Engineering
- Industrial Engineering
- Chemical Engineering

GENERAL MOTORS CORPORATION

Personnel Staff, Detroit 2, Michigan

A Professional Accounting Career

. . . How Does It Differ From Industrial Accounting?

MARVIN L. FREDERICK, *Director of Personnel*
Peat, Marwick, Mitchell & Co., New York City

It has been my good fortune to deal with the placement offices of colleges and universities for a longer period probably than anyone else who is engaged in "ivory hunting" at the present time. Effective recruiting would have been impossible without the cooperation of these agencies.

For twenty years, I was concerned with the selection of non-technical liberal arts and business administration graduates for positions in accounting, statistics, finance, merchandising, personnel, publicity, etc., in industry with the greatest emphasis on accounting. I have, therefore, seen young men use the training in industrial positions as stepping stones to leading executive positions as presidents, vice-presidents, comptrollers, and treasurers. I believe, therefore, that I have a pretty good idea as to what attributes made some of these men successful while others lacking these characteristics failed to reach top administrative levels.

Placement offices have been a source of information which brought young men to the interview with an excellent understanding of the steps required to get started in a business career. The brochures which my company and others published were very effective. It was relatively easy to arrive at a meeting of the minds between candidate and interviewer resulting in employment.

Since early 1945, as Director of Personnel for a national public accounting firm, I have been concerned with the employment of young men for a professional career. During that period I have found that the people running the placement offices do not understand very

clearly the difference between getting started in a business career and in a professional career. A professional firm is prohibited, by the ethics of the profession, from publishing a brochure pointing out the advantages of working for that particular firm as compared with others in the same profession. The young men, as a result, do not come to the interview with a very clear idea of the steps required to make headway in a profession. Since the public accounting profession is the

Mr. Frederick, after receiving an A.B. degree from Dartmouth College in 1915, spent four years in industrial accounting, interspersed by a year of Army service during World War I. He then entered the industrial personnel field, continuing in that work for twenty years until entering the military again in 1942 as Chief, Selection Branch, Officer Procurement Service, Army Service Forces. Mr. Frederick joined Peat, Marwick, Mitchell & Co. as Director of Personnel in 1945.

only profession which draws men directly from schools of business, I trust that I can pass on a few ideas to the placement offices which can, in turn, be passed on to young men inquiring into professional opportunities.

An Industrial Career

The key phrase which I would like to use in bringing out the difference between getting started in a professional career and a business career is "getting results through other people." A young man getting started in the accounting division of an industrial organization will ordinarily be placed on a

pharmaceutical sales...



OPPORTUNITIES FOR YOUR GRADUATES

The Stuart Company has prepared this helpful booklet for the Placement Office. It was designed for business administration and liberal arts graduates who are interested in selling as a career in an industry noted for its contributions to bettering mankind's lot through better health for more people.

Our Company is young and fast growing, offering many challenges in a progressive industry. It makes available opportunity for growth to graduates of ambition, ability and character.

The Stuart Company
234 E. Colorado Street
Pasadena 1, Calif.

Please send me () copies of your new booklet, "An Invitation to Consider THE STUART COMPANY and a Career in Sales."

NAME _____
(PLEASE PRINT)
COLLEGE _____
CITY _____ STATE _____

specific job in some section of that division. It may be payrolls, accounts payable, costs, or any one of the many desks which put together the figures which record that company's business. If he does well he may, within a few months, be given charge of a small segment of the work with several clerks working for him. Later, he will be promoted to head a larger unit and later a still larger operation until he may become the chief accountant, auditor, or comptroller. In this line of progression he has used a relatively thin thread of accounting knowledge to understand the recording of the business. His advancement has depended upon his ability to "get results through other people" than upon his own broad personal knowledge of accounting. His ability to make assignments equitably, to coordinate the efforts of a sizable group, his ability to keep his subordinates interested in what they are doing and in measuring up to a high standard of performance, are the critical factors in his success.

Years ago I had the temerity to write an article on "The Personality Factor in Accounting Success." A study of the day-to-day duties of a group of trainees in accounting work brought forth the conclusion that the young man who handled his relationships with other departments and with his fellow workers most acceptably made the most rapid progress. Some brilliant students, with superior knowledge of accounting principles, fell by the wayside if they did not have the faculty of using other people effectively in carrying out their duties.

A young man in this kind of a channel of advancement need have no worries about passing a professional examination to qualify for a high level executive position in his company. Such an examination is not required.

A Professional Career

In contrast to the young man in industrial accounting, what happens to the young man who heads towards a professional career by accepting employment in public accounting?

The main concern of such a young man is to acquire a sufficiently wide variety of experience during the first few years to en-

able him to assume the responsibility of conducting an examination "on his own" as a Senior Accountant. He learns how the records are maintained in a score of different companies and industries. He is building up a personal knowledge which will enable him to qualify as an expert. He is acquiring the knowledge and experience required to pass the examination for Certified Public Accountant. This will permit him to place the degree, C.P.A., after his signature.

His day-to-day assignments begin with the usual junior accountant's duties such as the verification of entries to various accounts, the handling of bank reconciliations, and the verification of accounts receivable. On the larger engagements, the volume of this sort of work will be considerable and the repetition may become somewhat tiring. On smaller engagements, the volume of checking on any one phase of the examination will be considerably less and the time of the trainee will be occupied in handling a much larger variety of work. In both instances, however, he finds that the conditions confronting him are quite different from previous engagements on which he has been working.

Practical Experience

There is no substitute for this practical field experience. The investment of a few years as a junior and semi-senior accountant builds a superior foundation for a career. It is an absolute requirement for advancement in the profession. A person might continue his academic education in accounting to the acquirement of a Ph.D. Degree, but he would never make an acceptable public accountant without basic training as an assistant on actual examinations.

During this period of training the young accountant is depending entirely upon his own intelligence, common sense, and industry. He does not begin to direct others or to get results through others until he has had sufficient experience to be put in charge of some aspect of the examination where less experienced men work under his supervision.

Once he has encompassed a sufficient variety of experience to be placed in charge of



**FOR
SIX
MEN...**

An Unusual OPPORTUNITY

This company conducts its field activities through 80 branch offices known as general agencies. The men who head these offices must possess broad executive ability.

To develop college graduates for future general agency openings, we have a Sales Management Training Program. Since only six men will be selected each year, they will be assured of rapid advancement.

Write to Horace R. Smith, Superintendent of Agencies, for a copy of the booklet which describes this program in detail as well as other career opportunities.

The
Connecticut Mutual
LIFE INSURANCE COMPANY
Hartford

small engagements, his progress is noticeably accelerated if he handles these small engagements well. He will get more important assignments in regular succession as he manifests his professional competence. He will get increasing satisfaction from his career as his consultation regarding clients' problems reaches into a higher and higher executive level until, as a partner, he will attend Board of Directors and stockholders' meetings as the representative of the independent accountants. Executives and directors will seek his opinion on financial matters and he can take great pride in the contribution which he, as a professional accountant, makes to the economy.

Compensation

The difference between getting started in professional accounting and in private accounting is reflected, during the early years, in the compensation which each commands. In professional accounting, the great emphasis on the thorough comprehension of a wide variety of accounting applications means that the individual requires more supervision and more teaching and, therefore, becomes productive more slowly than the trainee in private accounting who has only one system and one set of procedures to learn. Public accounting salaries are governed by the fees which are collected from clients. No client is going to pay senior rates for an inexperienced junior accountant. This places a limitation on the salary which can be paid to a beginner. Even so, his initial compensation is much higher than that which a young doctor gets during his internship years, and somewhat higher than a young lawyer gets upon graduation from law school. A young man who is interested primarily in salary will be swayed by the higher rates offered by industry and accept \$25 to \$50 a month more than he can secure in public accounting. The differentiation in income, however, holds for only a few years. Once a young professional accountant attains senior status and can qualify for upgrading to larger and larger engagements regularly, he will find that his income will begin to match that of an equally experi-

enced and equally capable young man in private accounting and, within a few more years, exceed that of all but the very exceptional man in the private accounting field. If he can become one of the owners by being elected a partner in his firm, his income would exceed that of the usual comptroller in the industrial field.

Can Move To Industry

Some persons enter public accounting with the objective of getting a position in the commercial field later. Many C.P.A.s are now holding executive positions in industry. This is evidence that experience in public accounting has a high value outside the profession. A responsible public accounting firm will aid a staff man in locating a suitable position if a commercial career becomes his goal. It is interesting to note that a man frequently moves from public accounting to a private position at a higher salary than is being received by a person with the same length of service in the industrial accounting field. This is due to the high value placed upon the broad and diversified experience obtained in public accounting. Some commercial employers stipulate a C.P.A. Certificate as a required part of the qualifications of the candidate.

Should a person try to reverse the above procedure by changing to public accounting after several years in private accounting, he would be required to step back a notch or two in responsibility and in income to pick up the varied experience outlined above as a foundation for a public accounting career.

Offers Independence

Income is only one of the objectives of a successful public accountant. The independence which a professional career offers is even more important to the man who is cut out for public accounting. He enjoys the fact that there is nothing routine about his work. Every matter on which he is consulted is different from the others and the challenge offered by the variety and complexity of the problems he faces gives him a feeling of satisfaction and accomplishment which can come only from a professional career.

ALLIS-CHALMERS

OFFERS YOUR GRADUATES A

unique opportunity

ALLIS-CHALMERS has been likened to a super-market for industry. This interesting description leaves out one important part of the picture, however. For Allis-Chalmers also makes what it sells.

Here is a company that not only builds major equipment for electric power, mining, cement, agriculture, food and chemical processing . . . but offers a course designed to permit the student engineer to get experience in any field and any type of work he chooses and make a success of his career.

Imagine what it can mean to your engineering graduate to have this broad choice of experience.

Make sure your engineering students are informed about the unique opportunities of Allis-Chalmers Graduate Training Course.



FACTS . . . About Allis-Chalmers Graduate Training Course

1. It's well established, having been started in 1904. A large percentage of the management group are graduates of the course.
2. The course offers a maximum of 24 months' training. Length and type of training is individually planned.
3. The graduate engineer may choose the kind of work he wants to do: design, engineering, research, production, sales, erection, service, etc.
4. He may choose the kind of power, processing, specialized equipment or industrial apparatus with which he

will work, such as: steam or hydraulic turbo-generators, circuit breakers, unit substations, transformers, motors, control, pumps, kilns, coolers, rod and ball mills, crushers, vibrating screens, rectifiers, induction and dielectric heaters, grain mills, sifters.

5. He will have individual attention and guidance in working out his training program.
6. The program has as its objective the right job for the right man. As he gets experience in different training locations, he can alter his course of training to match changing interests.

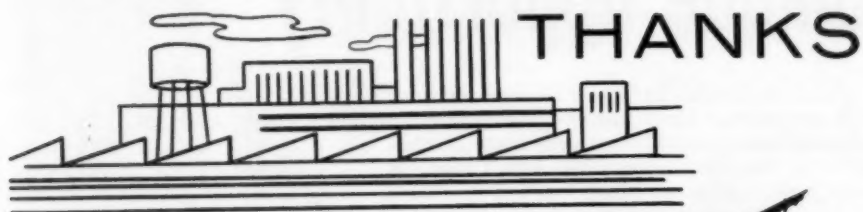
For information watch for the Allis-Chalmers representative visiting your campus, or call an Allis-Chalmers district office, or write Graduate Training Section, Allis-Chalmers, Milwaukee 1, Wis.

ALLIS-CHALMERS

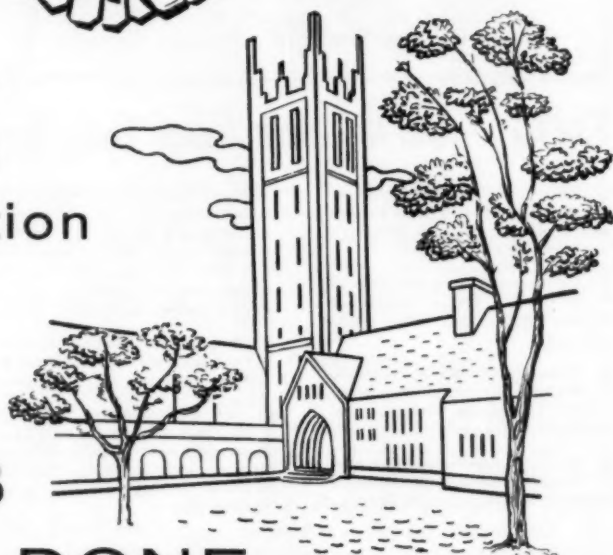


A-4331

to placement
directors and
their staff



for your
splendid
cooperation
thru the
years . . .



A JOB
WELL DONE

THE FIRESTONE TIRE AND RUBBER COMPANY

• AKRON, OHIO •

Did Your V. M. Show?

. . . *Vocational Maturity — How Significant Is It?*

DOUGLAS T. JAEGER, Assistant Director

Department of Coordination and Placement, University of Detroit, Detroit, Michigan

One of the important things many interviewers look for in appraising college seniors, graduates and alumni is V. M. — Vocational Maturity. Vocational Maturity, to identify it, is a state of mind in which the individual has crystallized his job desires and wants, and has identified these desires and wants with a particular job. Interviewers believe that Vocational Maturity presages future success in one's chosen field. As part of this belief, interviewers perhaps also favor the man who seeks a job on the basis of his collegiate major as, for example, the man who majors in Marketing and wants a sales position. That's more evidence of V. M., early V. M.

Effect on Job Hunter

These attitudes about the importance of V. M. are entirely logical and reasonable. I, too, look for these things in talking to the same groups of people. But how does this emphasis on V. M. affect the college-trained man—or anyone—in seeking a position?

We might consider Joe Newgrad. Applying to the Snapwell Button Company, Joe, filling out the employment application, finds the questions, "In what subject did you major in college?" and "For what types of work are you applying or interested in?" Joe writes "History" and is interested in "Purchasing." His second choice is "Personnel" and his third "Sales." Joe receives a cordial reception from Mr. Hartgood, the employment manager. After learning something about Newgrad, Mr. Hartgood mentally reviews Joe's choices. "Purchasing, Personnel,

Sales—these aren't too related," he reflects. "There's a vacancy in Personnel but Newgrad's indicated Purchasing as first choice." Hartgood feels that V. M. is important. If Newgrad really has V. M., he wants Purchasing; Personnel and Sales are only choices to fall back on. And if Newgrad has V. M. and takes a job in Personnel or Sales, he won't be satisfied until he gets Purchasing. But if Newgrad doesn't have V. M. and would take any one of the three—why, Snapwell doesn't want him. So, since Snapwell has no openings in Purchasing—but does have one in Personnel, Hartgood terminates the interview. Joe Newgrad either has V. M. or he hasn't, but in either case, he doesn't get the job.

Newgrad, whose girl, Ellie, is the Purchasing Agent's secretary and has good pipelines for the gossip throughout the plant, finds out what happened.

Newgrad resolves not to make that same error again.

Newgrad later visits the Cantlight Extinguisher Company. This time Joe Newgrad faces up to the crucial questions in a slightly different way. Completing the employment application, Joe writes, hesitantly, "General," to the question: "In what type of work are you interested?" To the question: "What was your college major?" Newgrad writes "Liberal Arts." Having crossed the bridge, Newgrad waits for Mr. Strongwell. Again Joe receives a cordial greeting; this chap Strongwell is a mighty nice fellow, Joe feels. Strongwell, reading the application, notes that New-

grad majored in Liberal Arts and has no specific job preferences. "Humph, no V. M.; couldn't decide in college what he wanted to do; took Liberal Arts. He still can't decide; asks for general work." Strongwell terminates the interview politely but shortly; the only type of men Cantlight wants are men with strong V. M., men who know what they want to do.

Overdrawn? Yes, I'll agree. It is an exaggerated picture. After all, is it unreasonable to expect the new graduate to have his mind made up about the sort of work *he* wants to do? Isn't V. M. important? Aren't we justified in looking for and expecting Vocational Maturity?

Questionnaire

Sixteen of my industrial friends in various aspects of personnel, including interviewing, labor relations, and college recruiting, were kind enough to subject themselves to a

questionnaire concerning their own history (I should acknowledge that the questionnaire and its results do not lend themselves to establishing statistical proof, but do suggest the possibility of proof). The questions asked of the fifteen men and one woman employed in the automotive, utility, metal and electrical manufacturing fields were these:

(What was your) major in college?

What type of work did you want to do at the time you graduated?

What type of work was your first job?

Why did you go into personnel work?

How many years after graduation was this?

To the question: "(What was your) major in college?" a wide range of replies was received. They were:

Liberal Arts	5
Scientific	2
Engineering	2
Education	3
Business	3
Engineering and Business	1

Included in the Liberal Arts field were those majoring in History, English and Political Science; in the Scientific field were those in Soil Chemistry and Forest Management; in the Engineering field were those in Mechanical and Civil Engineering. If we can draw any conclusions from these statistics, we can say that, of a small sample of people now successfully engaged in personnel work, few evidenced V. M. in their choice of collegiate majors. (At this point, the author identifies his own major as being Public Administration). And if V. M. is important because it is the mark of a potentially successful person, perhaps divergences between major and desired career are not evidence of low V. M.

If low V. M. is not necessarily indicated by differences between collegiate major and job desired, certainly V. M. is very important



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later on. How does our sample rank V. M. wise on job desired and job taken? Here are some replies:

<i>Type of work desired at graduation</i>	<i>Type of work actually entered</i>
Physical Education or Vocational Counselling	Physical Education
Personnel	Insurance field representative
Teaching	Teaching
Engineering sales preferred	Design on the "board"
Sanitary engineering	Surveying
Nothing definite—wanted "variety, work not confining" and "opportunity to write"	Personnel trainee
Vocational counselling or counselling or testing in industry	Employment interviewer
Labor relations	Teaching
Sales, personnel purchasing	Training program—no definite type of work as objective
Forest ranger	Forest ranger
Industrial relations	Industrial relations
Engineering	Personnel
Sales or personnel	Personnel
Administrative work or sales in chemistry	Army

Out of 16, 8 or 50 per cent entered a field for which their majors did not actually prepare them in the strict sense.

If entering the type of work after graduation that you thought you wanted to do is evidence of Vocational Maturity and is a predictor of success, we can say that there is a question about its value based on our small sample. Half of our group entered a type of work they did not originally desire.

Some employment applications ask the question: "Why do you want to do the type of work you have requested?" Again, a logical or well-defined answer indicates, presumably, strong Vocational Maturity. What then were some of the reasons for our group entering personnel work?

"No employment in sales which did not involve travelling. Contact type of work best for me. I therefore took personnel work."

"Seasonal fluctuations in forestry discouraged me and I wanted to work with people."

"Wanted to do engineering work, but more and more personnel functions seemed to fall my way. Finally when (a new) division was set up, the job and I seemed to take to each other naturally."

"Lost chemical background in the Army. Boys work in college and Army personnel training indicated (the new field)."

"Because of the personal contact nature of the work."

"Opportunity for promotion."

Do these reasons for entering the personnel field indicate V. M.?

If these are the histories of sixteen persons successful in the personnel field, what conclusions can we draw about Vocational Maturity and its significance in employment interviewing?

First, the academic major often bears little relationship to the type of work the graduate wants to do and may be able to do.

Again, the first job after graduation may be one which was not originally desired by the graduate at the time of graduation.

And, on an average of 3½ years out of college, 75 per cent had shifted their fields of work.

How significant then is V. M., Vocational Maturity, as an element in predicting possible future success? Possibly only partially significant in predicting what persons are desirable to employ or in predicting that they will stay in the types of work they first accept after graduation. Perhaps all of us, when interviewing seniors, graduates and alumni, can place less emphasis on V. M., on their following fields indicated by their majors as a requirement for employment.

In thinking of our own first jobs we might well ask ourselves: "Did my V. M. show?"

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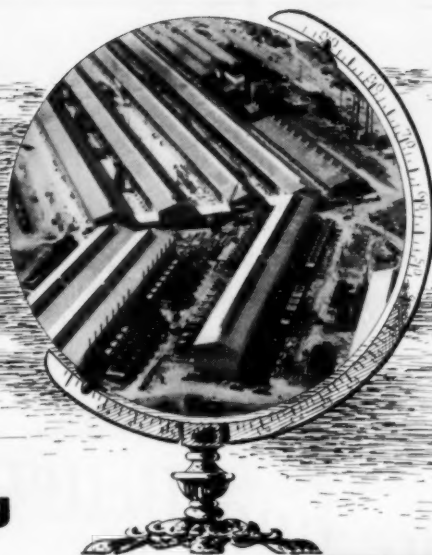
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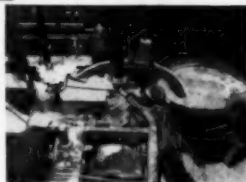
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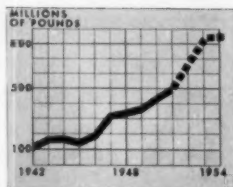


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The Executive of 1975

. . . A Profile of Tomorrow's Business Leader

WALLACE JAMIE, General Personnel Director
Carnation Company, Los Angeles, Calif.

What are the top recruits of 1954 going to look like in 1975? *What* do we want them to look like? What are the latent leadership qualities we try to detect in our daily assessment of management trainee candidates? Have you ever hired a trainee with a Cadillac exterior and a Hillman Minx motor?

For at least 25 years, perhaps much longer, industry has been attempting to segregate the ingredients of success which in combination make its key people effective. The American Management Association, 12 years ago, focused a clinical microscope on 250 executives in the belief that the whole of success is made up of parts which are susceptible of separation and analysis. Three years earlier the University of Iowa had decided, in effect, that successful business men do not necessarily have many traits in common.

Certainly when we undertake to analyze personality we must tread gently. There is a certain elusiveness about it which argues for caution in any conclusions. Moreover, our analysis is complicated by indications that the elements which spelled success at one time don't necessarily mean success any more.

Thin though the ice may be I am going to be so bold as to predict the profile of tomorrow's executive.

(1) He will be mature.

He will be reflective and, when necessary, deliberate. He will objectively evaluate every angle before making a decision. His responses will be controlled and expressed in a way which is socially acceptable. Only rarely will

he "blow his top." He will accept victory with controlled emotions. Defeat will not shatter him. His psyche will not scar easily. He will be tactful in his defense of what he considers right.

(2) He will have force, direction and decisiveness.

He will have the capacity to identify goals and direct his team toward their achievement.

"The Executive of 1975" is an excerpt from a talk given by Mr. Jamie at the fourth annual conference of the Western College Placement Association, Claremont Hotel, Oakland, California, January 22, 1954.

He will have the energy needed for his assignment. He will work with consistency toward clear, realistic objectives. His strength and nervous energy will be budgeted to afford their best utilization in the striving for goals which are set neither too high nor too low. There will be no costly indecisiveness. He will not get bogged down in detail. The forest, as well as the trees, will be ever before him. His goals will be in focus.

(3) He will have enthusiasm.

Without enthusiasm he could not inspire his people. His feeling for his company will transcend loyalty. Its success and future will be part of his very being. His gratification will be in building a profit-making enterprise in which effective men and women are joined

in a smooth, productive machine which is raising the standard of living, a machine which because of his planning and foresight will go on when he steps away. His satisfactions will be found in different ways from those of other men. He will find gratification in his opportunity to build men and open doors for others.

(4) He will be a model of humility and graciousness.

He will be mindful of Lowell's definition of democracy: "Not 'I'm as good as you are,' but 'You're as good as I am.'"

He will be trusted by his people to make decisions on the basis of what is best for the organization. No one will charge him with seeking personal aggrandizement.

The prestige of his position makes his smallest act critically important. Sincere interest in the personal problems of his people will be instinctive. He will not be patronizing. His gracious greetings and thoughtful acknowledgments and observances, and his social poise, will become a model for the management team. He will be emphatic. He will feel for his colleagues and subordinates. If he has come up through the ranks, this will be easier for him.

A public reprimand will never be part of his *modus operandi*. His operating precept will be: motivate, don't drive.

(5) He will be adjusted in his environment.

As president, and in some companies as vice president, he will be isolated in his posi-

tion. He will understand what William Howard Taft meant when he said, after he had been in the White House for some months, "Nobody drops in for the evening."

He will adjust to being treated like an officer rather than as an individual. He won't be disturbed that people act toward him with preconceived ideas, that they appear to expect him to issue statements and not converse, that they often fail to get the feel of his problems.

He will be relaxed and natural. He will need humor. (There is real therapy in laughter). He will have a high "frustration tolerance" and if tensions arise he will release them intelligently. When he talks to people he will impart a sense of ease. Tenseness will dissolve. He will be able to "punch with the roll and roll with the punch." If sometimes his experience leads him to feel that the "gracious generation" is history and that he lives in a "hit and run" world, it won't make him brittle. He will remain resilient under all pressure and stresses.

(6) He will be adaptable.

There appears to be a tendency in so-called "progressive" firms for men to reach responsible stature early. Youth is more a state of mind than a chronological age. Tomorrow's leaders may be young in years, or they may not, but they will have a flexibility of mind, an adaptability to new situations which will guarantee that their decisions in a new business atmosphere will not be based on outdated precepts. A characteristic of our changing industrial scene is that it continues to change at an even giddier pace. Complacency and preconceptions are deadly.

(7) Our 1975 business chieftain will have more formal education than his predecessor.

As a matter of fact, industry is wasting millions if he *isn't* an alumnus of one of the company's training programs for college graduates. Industry and education are talking languages increasingly comprehensible to one another.

Charles S. Leopold
Engineer



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In any event I think it is right to suggest that management is assuming professional stature. The chap leaving a business school that features the case study method is "transferring" rather than beginning a new way of life.

The man who becomes president in 20 years is pretty likely to have been exposed to some graduate study in the areas of management and human relations.

Moreover, he will have the broad base of an ample general education. Pervasive technical knowledge may be more rare in our general officers of tomorrow. Specialists tend to become preoccupied with secondary issues of methods and techniques.

There is one critical caution in connection with this matter of the value of extended formal education which I have not heard anyone express. It has essence, I believe, in the important difference between intelligence and what might be termed intellectuality. Intellectuality can be a deadly defection in one who aspires to business success. Intelligence is a

necessary commodity for him. Abundant education may produce intellectuality but fail to develop intelligence. Intelligence may be abundantly present in one with limited schooling. If education has failed to nurture the ability to think, it can be a negative influence.

(8) *Tomorrow's executive will have imagination and vision.*

Someone once remarked that a practical man is one who follows the prejudices of his predecessors. There's no room for that kind of practicality in tomorrow's scheme.

The expanse of the view of tomorrow is breath-taking. In the first 20 years of this century the transition from the wagon to the motor car stepped us up 40 or 50 miles per hour. Jet propulsion in a few years has added a thousand miles per hour to our movement.

Tomorrow's leaders will need to have youth in their pockets and adventure in their hearts. Their basic challenge will be the challenge of change. There will be less room for orthodoxy. The executive with "fixed" ideas will be obsolete.

Chances for Business Success

To climb high on the ladder of business success your best start is still to be born the son of a business executive or lawyer or clergyman. However, the broadening of educational opportunities has narrowed considerably the odds against the sons of other fathers.

So suggested Sociologist W. Lloyd Warner, Chicago, in reporting to a State University of Iowa audience recently on his three years' study of 8,000 American business leaders. He compared the data of his analysis of what helps men rise to positions of power and prestige with a similar study of 25 years ago.

In one generation's time education has reduced the odds in favor of sons of big businessmen over sons of unskilled and semi-skilled laborers from 49 to 1 to 16 to 1.

If your father was a farmer, the odds for business success in favor of an offspring from

a business executive family have narrowed from 32 to 1 to a proportion of 16 to 1. If he was a clerical or other white collar worker, the odds have changed from 14 to 1 to 8 to 1, still, of course, strongly favoring the youth whose father spends his working hours behind the bigger desks of a large business firm, Warner reported.

Observing that "the royal road upward is through education," the author of "Social Class in America" and "Democracy in Jonesville" paid tribute to what he called a "basic parental ideology" of America—"I want my children to have a better chance than I had."

He discounted the myth of a large proportion of successful businessmen "working their way up from the bottom," noting that 57 per cent of his 8,000 executives were college graduates and that one-third of these had also had graduate school training. Only 4

(9) He will be a man with certain special spiritual qualities.

We have already averred that our candidate for tomorrow's top spot must not be primarily or overtly a technician. Perhaps we have implied in this that he should know his job's ultimate purpose and its relation to the whole scheme of things.

Tomorrow's successful corporate leader is not likely to be the one who regards profit as the sole objective of business. It is more probable that he will be a person of broad moral, ethical and religious perceptions and convictions.

He probably has given some thought to the contribution which his daily business can make, either directly or indirectly, to the general welfare. And so far as his own people are concerned, his program will be slanted, not only to help them make a living but, in the broader sense, a life.

I suppose we could go on almost endlessly cataloging characteristics. The classifications

are by no means mutually exclusive. Most are mutually complementary. In fact, the various elements of the personality profile of tomorrow's ideal business leader have one common denominator. They reveal that tomorrow's executive is "people centered" and not "job centered."

Well, now you've had it: the "Preview of the Profile of Tomorrow's Executive." It's little more than a line drawing. The lights and shadows are largely still undefined. Those your own experience will fill in.

I haven't sketched an Horatio Alger prototype. Nor has the profile any of the Hollywoodian elements of the cinema tycoon. I have tried to project tomorrow's business environment and identify the kind of character that would flourish there.

I dare to hope that as recruiters and placement people you have found some interest in this prediction of executives to come, this prediction of tomorrow's profile of the man you hired or placed last year, that sharp youngster you absolutely *know* is destined to be top drawer.

. . . the "Silver Spoon" isn't what it used to be.

per cent of his sample of the American Business Elite had less than high school education.

He said that although the practice creates some injustices, many of the nation's larger companies are starting college graduates at a "floor level" which is often about the same as the "ceiling" for men who are working their way up.

Pointing out that the biggest U. S. firms tend more and more to select their new employees democratically—on the basis of merit rather than social position or "pull"—he remarked that large companies had an "escalator going upward" ready for the college graduate who has also had graduate study in a recognized school of business administration.

He noted that studies of sons of professional fathers who climbed high in the business world showed that sons of lawyers made

the best proportional showing, with sons of ministers doing better than sons of doctors, engineers, and teachers. He pointed out how different these facts were from the common notion that sons of clergymen either grew up in an "other-worldly and therefore impractical environment or else tended to kick over the traces and become scalawags."

He concluded that the generational studies of business success showed democratic education to be such a vital force in making our socio-economic structure flexible and preventing a rigidity of castes that knowledge about public education should be more widely disseminated. And considering how dependent business is upon a steady supply of trained personnel in a more and more complex society, the U. S. business elite should be most concerned of all in enlightening the world as to the facts of education.



UNITED AIR LINES OFFERS AN EXCITING CAREER FOR COLLEGE WOMEN

Hundreds of college women from all over the United States are finding job satisfaction as United Air Lines Stewardesses. This unique career offers excellent pay, travel over scenic routes between America's great cities, and the opportunity of meeting new people constantly.

Qualifications include an attractive appearance and personality, age 21 to 26, height 5'2" to 5'7", single, with good health and vision (each eye 20/40 or better without glasses).

"Scotty Wins Her Wings", an interesting sound-color film describing the stewardess career, is available for college group showings. For additional information on this film and stewardess placement write

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The Airline Stewardess

... An Opportunity for Young Women in Air Transportation

C. M. URBACH, *Superintendent of Employment and Placement*
United Air Lines, Chicago, Illinois

Many a college graduate literally has her head in the clouds these days, flying as a stewardess for one of the nation's scheduled airlines. And the word from airline employment officials is that "there is always room in the blue." United Air Lines, for example, expects to hire and train some 450 new stewardesses this year; counts on college girls to be in the majority.

Time was when a college education wasn't enough to get a girl into the air—she had to be a registered nurse. The thinking was that the nurses would be a steadying influence on nervous first-flighters—and almost all airline passengers in those early days were first-flighters, usually making the trip for some emergency reason.

The registered nurse continued to reign in the skies until World War II. With nurses needed in the armed forces, the airlines necessarily had to turn elsewhere for stewardess applicants; and, in 1942, began accepting applicants with two or more years of college. The girls proved attractive, gracious and capable in their new roles in the sky. Today, approximately 80 per cent of United's 900 sky girls have had some college education; approximately 40 per cent are graduates.

Qualifications

The qualifications for Mainliner stewardesses in 1954 include: attractive appearance and personality, good physical condition, vision of at least 20/40 without glasses, single, 21 through 26 years of age, from 5 feet 2 inches to 5 feet 7 inches tall and weight in proportion to height with a maximum of 135 pounds.

To handle the steady flow of new stewardesses—airliner fleets are expanding each year and turnover is high with most girls "grounded" by matrimony after an average of 29 months—United and some of the other lines operate their own "schools for sky girls."

Training

Stewardess training takes five and a half weeks; covers such things as the paper work that must be done in connection with tickets and reports, the serving of meals, a first-aid course, the different types of United Mainliners, how to operate the planes' various lighting and heating systems, the routes of the major airlines, the government codes for the various airline cities, and a wealth of miscellaneous information.

Upon successful completion of a training course, graduates are assigned to a domicile station in a major city and transportation is provided to that location. Assignments are based on needs of the service, but generally graduates may express a preference and their wishes will be met if possible.

A stewardess flies a maximum of 85 hours a month. The balance of the time is spent either in her domicile city or in the other cities to which she flies. If based in New York, she may find herself week-ending in Chicago or Denver; if based in Denver, she may have time off for sight-seeing in San Francisco or Washington.

Pay

Stewardesses receive a substantial base salary with periodical increases. Most fly in excess of hours covered by base pay and receive hourly flight pay in addition, thus pro-



SCHOOL FOR SKY GIRLS: Fledgling stewardesses of United Air Lines learn all about their in-flight duties at the company's special training school in Cheyenne, Wyo. Here the students practice the fine art of meal service in a mock-up of an airliner buffet and cabin section. Five and a half weeks of training are given each new sky girl.

viding a substantial income above the base pay. Generally, the airlines pay for meals, lodging and transportation to and from the airport when a stewardess is away from her domicile city.

Good-Will Ambassador

United regards its corps of stewardesses as an important element in the array of services which ultimately please or displease passengers. A gracious, efficient stewardess is the company's good-will ambassador. She can be an important reason why travelers return to United or switch to a competing line. Thus, when company interviewers talk with prospective stewardesses, they look for certain passenger-pleasing qualities.

"We are not looking for a 'cover girl,'" says R. M. Wainwright, United's superintendent of stewardess service, who has interviewed thousands of applicants in his 20 years with

United. "A girl should be normally attractive, know how to arrange her hair, how to apply makeup, etc. Above all, she should have the ability to sparkle, be pleasant and smile readily. Charm, grace and maturity are rated far above doll-like beauty.

"Stewardess service is public contact work. Our first questions and later investigations are aimed at finding out how the applicant got along with fellow students or with co-workers and the public in some previous job. Sales, telephone and reception work or teaching—all are valuable in fitting a girl for advanced public contact work.

"We are favorably impressed by applicants who have earned at least a portion of their college expenses. This indicates a sincere interest in higher education and a sense of integrity and maturity."

Summing up, Wainwright characterizes the ideal stewardess applicant in this manner:

"She must be friendly, dignified, business-like, calm, confident and cultured. She should have tendencies for loyalty, enthusiasm, patience, helpfulness. Appearance-wise, she should be neat and well-poised. These are not requirements for a stewardess alone. I think any man, in choosing a wife, looks for much the same qualities!"

The statistics would seem to bear out that last statement since 98 per cent of United's stewardesses head straight for the altar when they leave the company. Incidentally, most of them marry the "boy back home" rather than passengers or pilots.

Other Airline Jobs

While their "up in the air" jobs may sound the most glamorous, stewardesses are not the only women working in air transportation. In United Air Lines, for example, approximately 24 per cent of its 15,000 employees hail from the distaff side.

In the airlines generally, girls can be found behind ticket counters in downtown and airport sales offices, handling reservations requests by telephone, operating a variety of business machines in account offices, performing secretarial, stenographic and clerical duties. In somewhat more limited numbers, there are women tour and foreign agents, who advise travelers on involved itineraries; women's representatives, who promote air transportation with various women's clubs and other groups; librarians, dietitians, cafeteria managers, Link Trainer operators, house organ editors, X-ray technicians, purchasing agents, publicity representatives and employment interviewers.

While college training is not a firm re-

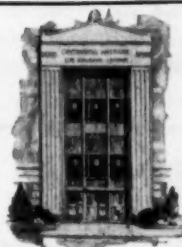
quirement for most of these feminine jobs, it is a preferred qualification for many applicants. This is particularly true in the case of telephone and ticket sales agents where a natural sales ability, an agile mind with a good memory and a pleasant personality are requisites. Liberal arts courses in college furnish a good background for these important public contact jobs.

Airline sales agents may "travel" around the world any day in the week as they make reservations for flights to Paris, Ill., or Paris, France, to Pittsburgh or Pakistan. They must work out the best routes to here or there and compute the fares. The routine is the same but the individual bookings vary. As one United agent puts it, "There's always something different in my job. No two passengers or destinations are alike."

Travel Opportunities

Airline employment is particularly attractive to those who like to travel since virtually every company has some form of free or reduced rate transportation for its personnel. Thus vacations can be spent in faraway places beyond the reach of many workers; quick week-end trips can be taken even across the country.

Air transportation is a young industry and the people who work in it are young. They have a dynamic push behind their jobs because they know that the potentials of their business are still virtually unknown; that today's dreams have a habit of becoming tomorrow's realities. There's plenty of room and many a challenging opportunity for the college woman who turns to the airlines for that after-graduation job.



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What Makes Men Marketable

. . . *Three major areas of qualification.*

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New York University Placement Services, New York City

The most important and the only essential commodity on the American market is people. As long as there is manufacturing and distribution of goods, as long as there is a demand for professional or other services to individuals and groups and societies of people, a majority of adult citizens will be bought and sold in the job markets of the nation. Some of these adults will be in great demand like a relatively scarce and popularly sought item of manufacture. Others will find that they are "hard to move" in the employment market.

What is it that makes one man more in demand, more employable than another?

There are, generally speaking, three major areas of qualification which determine a person's marketability in the employment field. Too often persons with minor or major deficiencies in these three areas are likely to explain their failure to get or hold a job, "because," as they see it, "the good jobs are held for the boss's relatives," or, for "those who have pull." Despite the vast amount of erroneous rationalization on why we are unemployed, or on why we do not have the type of job we think we should have, there are three major determinants which explain employment or unemployment in so-called normal times.

These three are in the order of their importance to job getting: (a) Personal Char-

acteristics, (b) Experience, and (c) Education.

Personal Characteristics

If we were to reduce factors favorable to the employment and occupational advancement of people to simple statistics, it might be demonstrated that one's personal characteristics are roughly three times as important as his technical ability in getting, holding, and advancing in a job. Similarly, it can be demonstrated that job seekers and those who

"What Makes Men Marketable" is an outgrowth of a talk given recently by Dr. Cross before the Forty-Plus Club of New York City.

seek occupational advancement give evidence of a completely erroneous evaluation of the relative importance of these two factors. In fact, it is the experience of placement officers to find that the majority of job seekers tend to reverse this ratio of importance, placing vastly more emphasis on and giving much more attention to their technical training than to their "personal characteristics."

What are these potent determiners of success?

Physical Characteristics. First come physical characteristics, and among these the most obvious is appearance. Appearance, in most employment situations, is not a matter of beauty or handsomeness. It is rather a matter of how one dresses—in good taste or poor taste. It is a matter of how clean and neat one's nails, hands and face, clothes, and shoes

are; of how healthy one looks, properly or improperly fed, well rested or lacking sufficient sleep, showing good posture or poor posture. It is also a matter of how genuinely friendly one appears to be.

Moral Characteristics. Basic moral virtues are fundamental in American business and industry, as well as in our nation's professions. Employers demand evidence of integrity, loyalty, fairness, and a sense of responsibility. They look for this evidence in such everyday, on-the-job behavior as scrupulous care of stamps, of petty cash, and of internal accounting for office supplies; as the manner in which confidences and confidential information are guarded; as habits of punctuality and use of company time; as giving due credit for work of others; as honest and unconcealing expression of opinion; as courageous tenacity in moral convictions.

Forcefulness. Personal force and energy are two more distinguishing characteristics of American business and industry. It is with the initiative and the purposeful drive of people that inventions, new processes, new worthwhile goals, and new vistas of improved living are developed in America. It is with this same initiative, drive, plus equally characteristic self-confidence, resourcefulness, decisiveness and perseverance that Americans approach and solve the increasingly complex problems of industry, agriculture, health, government, education, recreation, defense, and moral living.

Getting Along With People. No man is alone. Modern man's realization of the role of "human relations" in all aspects of living is nowhere better illustrated than in American industry where a great premium is placed on one's ability to get along with all kinds of people. Acceptance and relative success comes to those who are sincerely interested in people, those who enjoy people even though they do not agree with all of them, who possess a sense of humor, who ask rather than tell, who can put themselves "in the other fellow's place," who do things for other people, who avoid hurting others, who are open minded

in viewing difference of opinion, who respect and get along well in work and play with other people in all walks of life.

Cutting across many of the easily identified, specific personal characteristics for which we have names is an illusive, complex of characteristics which has a great deal to do with "getting along with people," and consequently, with getting and advancing in a job. This is one's personality.

In the more common sense of the term, our personality is that part of us and of our ways of doing things which makes the people with whom we work or play either favorably or unfavorably disposed toward us. The pleasantness or unpleasantness of our voice, of our manners, our dress, our countenance, our attitude toward our work, and our outlook on life, determine our personality and its positive or negative effect upon our occupational adjustment. The person who has a "pleasant personality" is liked by many, and is known as a friendly person. He is, at the same time, the happy, the courteous, the sympathetic, the tactful, the clean person, and the person whom many people are glad to have around.

All these and more are the personal characteristics which determine success and satisfaction in an individual's occupational adjustment. It happens, and fortunately so for us here in America, that these are also the basic goals of a free and democratic society.

Experience

The sum total of our past is our experience.

Let us see what experience means to successful job getting, job holding and job advancement.

Every job requires experience. Some of our experience may come from and be based upon past performance of our vocational skills. Much of the experience which affects job getting and job holding comes, however, from just one's everyday living. This part of experience is of interest and importance to employers because it reflects one's judgment,

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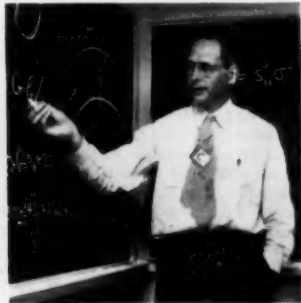
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Physical Chemist William Baker introduced new concepts that have improved synthetic rubber and fibers



Physicist Conyers Herring is known for his understanding of the quantum mechanics of the solid state

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his choice of action. The story of how one lives and how he uses his time outside his job hours may be far more important to those who judge his fitness for employment or for advancement than a recounting of his performance on the job.

To determine the value of job experience, the following questions must be answered. Does one's job record show that he is a good worker, rather than a shirker? Does he welcome opportunities to do new work or old jobs in a new way, or does he regard any change from the routine or amount of work as an imposition? Does he get things done or is he a "gold-bricker"? Does he constantly seek to improve his job skills and the product of his job, or does he perform only as well as he has to in order to get by? Is he alert to the activities of others around him and what they do and how they do their work, or does he fail to notice such things? Is he alert to new ideas from others, as to how his job can be done better or more efficiently?

Is he alert to learn from customers and other on-the-job contacts ways of improving his product or services? Does he seek to improve his "human relations" and to assist his firm and his co-workers to solve important human relationship problems?

Likewise, those who employ people and who make decisions affecting advancement are most often interested in what one has gained vicariously from reading about or listening to the experience of others. Does one read and listen to accounts of other people's success and failure and learn from such reading or listening a better way of doing his job? Does he broaden his interests and his effectiveness by selective reading and listening?

Education

Evidence of success in school is today a basic requirement for almost all types of jobs. It is not so much that employers are interested in how much academic knowledge a person

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acquires and carries with him from school. Successful completion of the modern school is, however, some evidence that a person has an acceptable level of general ability to get along in some part of the job world.

As job requirements become more precise, however, so does the employer's interest in and inquiry into one's educational background become more exacting. This interest and purposeful inquiry is most often concerned in varying degrees with: Does the prospective employee or the potential candidate for advancement have a sufficient fund of technical know-how to fit him for the job and the job environment? Does he have the technical skill and trained intellectual skill to do the job under the circumstances attending the job? Does his general knowledge equip him to participate in normal conversational considerations of politics, economics, history, literature, community problems, current events and similar topics important to our culture? Or is his general knowledge lacking to the extent that the deficiency impairs his relationship and effectiveness with others? Does the lack contribute to a sense of inferiority or a loss of self-confidence?

Again, job getting and job holding and more particularly job advancement may be greatly affected by the up-to-dateness of one's technical or job knowledge. In our fast moving society where the evolution of processes and methods is so greatly accelerated one must keep himself not only up to date, but *adaptable*. He must be ready to recognize and accept change and to change himself. Virtually every job holder finds that his job, his work methods, his working equipment, and his role in relationship to other workers, under these circumstances, is undergoing constant change. Education, either informal self-education through reading, listening, and observing, or some formal education through in-service training courses, special courses, night school, or correspondence study becomes a "must." Failure to keep up to date and failure to adapt to change are the most frequent reasons why people, who are otherwise employable, lose their jobs.

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Mademoiselle
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Education is the tool or the process with which we may correct present or anticipated deficiencies in our occupational adjustment pattern. Along with constant self-analysis of our demonstrable competencies, of our apparent weaknesses and strengths, continuous and planned education is an essential part of job holding and job advancement.

Conclusion

It would be difficult to find a man who scored high on the personal characteristics, on the experience and education factors, which have been described here, who is out of a job, if he wishes to be employed. It would be difficult to find a man, who rates high in each of these categories who has not shown steady advancement in the job world. Those apparently employable people who are out of a job and those who are seemingly overlooked candidates for advancement would do well to analyze themselves critically to determine and, if possible, correct the deficiencies in these three categories which they are certain to discover.

Remember, when we apply such analysis to ourselves, or as we attempt to help others to solve their problems of occupational adjustment, that these three categories of success factors never stand alone. A person may have all the desirable personal characteristics demanded by the job world and be lacking in up-to-dateness or in general knowledge. If so, he has no job assurance. Or one may have the best of technical skill and know-how and yet be lacking in social adaptability. Again, he finds adjustment to the job world difficult. Similarly, upon careful analysis, one may find that years ago, when he had just graduated from school or college, he would have rated high in up-to-dateness, drive, adaptability, in fact in all areas, at least to a degree commensurate with the jobs for which he applied at that time. Yet, upon further probing he may discover that somewhere along the line, while showing growth and improvement in certain categories, he began to neglect growth in one or more of the essential characteristics. Maybe he began to resist change, maybe he lost his initiative or his

drive, maybe he let down on basic human-relations qualities. If so, job-security-wise, he is in a precarious position.

We live in a great country, the greatest and best that man has ever known, a country where a man's destiny is determined by his application of the best and most moral principles a nation has ever lived by. We live in a nation which is great because it respects man and because it promotes the best in man. We live in a land where, after the golden gates of childhood have closed behind us, we are challenged by constant, ever present opportunities to live a better life through worthwhile work and wholesome play. It is what each one of us makes for himself of these opportunities, what each of us does with this precious heritage that determines how well and how happily we live.

Fears of depression, fears of inquisition, fears of devastation are born in the minds of men who individually and collectively have neglected to carry in their work and in their other relationships to man their full share of the task of bringing health and happiness to all men.

These fears and the minor fears of unemployment come to those who have neglected those factors in their *personal characteristics*, in their *background of experiences*, in their *pattern of education and self-improvement*, which if not neglected, would prepare them to make their maximum contribution to the great, overall purposes of living in a democracy.

Fortunately, success in a land like ours is assured only to those:

- Who live healthy, wholesome lives themselves.
- Who take a positive-action interest in the health and welfare of all other people.
- Who have ability and desire to do worthwhile work and a constant confidence in their ability to recognize and solve the big and the little problems of living day by day in a socially acceptable, democratic manner.

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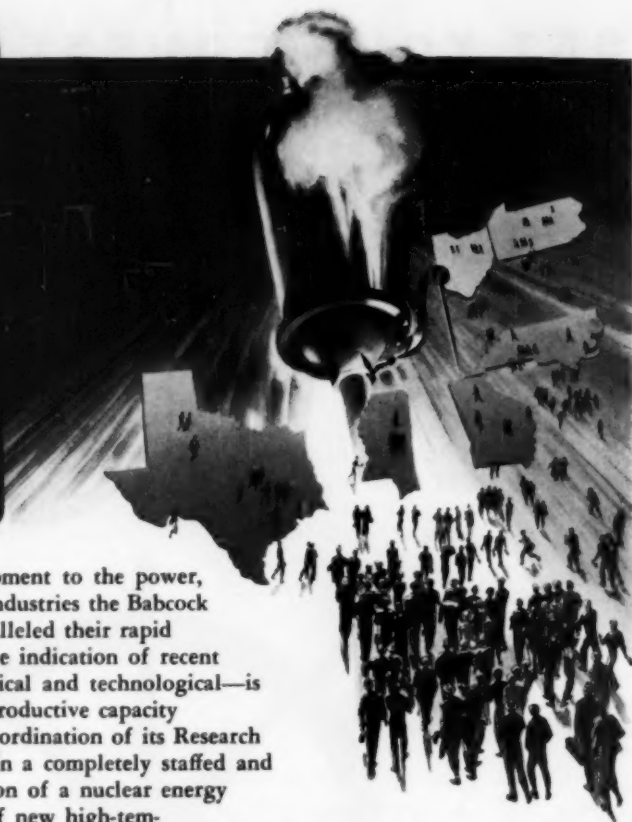
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Psychological Tests in Recruiting

. . . Is the Potential Being Utilized?

DR. DAVID L. COLE, Assistant Professor of Psychology

Occidental College, Los Angeles, California

For a three year period beginning in the spring of 1951 it was my privilege to serve in the capacity of Director of Vocational Guidance and Placement for my institution. This was a challenging and stimulating experience for one whose previous history had largely been in the areas of teaching and research. I found the experience invaluable in bringing me closer to applied problems of psychology and in bringing me in contact with that fine body of personnel who, as recruiters, regularly visited our campus.

As one who had long found psychological testing a major area of work and study I was naturally interested in discovering the extent to which such tests were utilized in the recruitment of college personnel for business and industry. As I now leave the field of placement to return to my previous position I must say that my conclusions are that this area is one which could be more profitably developed.

I do not pretend to offer a blanket endorsement for psychological tests, nor do I mean to imply that they are not used very profitably by some college recruiters. Some organizations have developed a very sound use of such instruments. Other organizations feel with undeniable validity that psychological tests do not have much to offer their situation. It is none the less my conviction that there is a large middle group for whom psychological tests may have a service to offer which has not yet been discovered. I should like therefore to address these remarks to those recruiters who might profitably take a second look at what psychological tests may have to offer today, and an even more careful look at the potentialities of psychological tests yet to be developed. Certainly, tests which are now available vary greatly in merit. In many

areas there are tests of doubtful validity and ambiguous standardization, whose merit must certainly, as yet, be taken with a grain of salt. My first recommendation to any college recruiter who is confronted by psychological test data available on a prospective employee is that he request some qualified psychologist to evaluate for him the background of the instrument or instruments in question. I would suggest that he check into how carefully these instruments have been developed, and that he request information concerning the population on which the test has been standardized. Are we here comparing a college senior against norms developed on similar college seniors, or are we perhaps comparing him with a group with less training or native ability? Only when these questions are answered are we in any position to evaluate the scores a given candidate has obtained.

Three Types

The majority of the psychological test instruments available today which are applicable in recruiting may be categorized into one of three pigeon holes. They may be regarded as tests of aptitude, interest, or personality. Aptitude tests, of which intelligence tests are probably the outstanding example, are designed to test potential ability. Such ability is presumably native to the individual taking the test. It is ability which, under proper training and proper motivation, may be harnessed by the individual for a profitable contribution to his job, his society, or wherever he may direct it. When we face up to the actual practicalities of aptitude test development however, it is wise to remember that most aptitude tests are validated by comparison of the scores with grades made in specialized college courses. In other words, if a test is presented as a "scientific aptitude

test," its validity is usually assumed from the fact that those persons who score highest on the test also tend to achieve the best grades in scientific courses at the college level. This fact immediately introduces an aspect of redundancy for the college recruiter who is investigating senior students, for by their senior year students have a very substantial grade record. If aptitude tests are basically validated by the ability to predict grades, we are going around Robin Hood's barn looking at test scores when grade records are available to us. This does not mean that there may not be specialized aptitudes for specialized industries which are not tapped directly by the college curriculum. It does mean that many generalized aptitudes may be evaluated by the grade point record a college student has achieved. It is thus somewhat superfluous to obtain an aptitude test score.

Interest and Personality Tests

There are certain remarks about interest and personality tests which apply to both types of instruments. The college recruiter should always be interested in the conditions under which such tests were taken. The reason for this is that, to date, it is probably true that most paper and pencil tests designed to measure interests or personality characteristics are so constructed that the student taking the test can modify the picture he presents of himself—the tests can be beaten. If I were a college recruiter looking at the interest profile or personality inventory of a particular student, I would want to know to what extent he believed these scores would be seen by college recruiters; to what extent he may have been consciously trying to gain employment in a certain area or with a cer-

tain company at the time he took the tests. Only after I knew these things would I feel content to evaluate the resulting profiles. If a student has taken tests at a time when he was genuinely undecided, when he had no ax to grind, but was truly interested in investigating his interests and personality for the purpose of vocational guidance, then the results of the tests may probably be accepted with much more assurance; certainly with more than had he taken the tests at a later time when he was anxious to reach a decided goal.

Projective Techniques

A further word seems in order with reference to personality tests. Probably the most significant data which psychologists can obtain relative to personality by means of tests today come from those instruments which are known as projective techniques. The Rorschach ink blot test is an illustration. Here is a test of considerable complexity, requiring a great deal of training and experience with the instrument before the psychologist can obtain the wealth of information which the test may yield. Such instruments by and large have not yet taken a major place in the field of placement or vocational guidance. It is particularly in this area that I feel there lies much undeveloped potential. It is my conviction after my experience in guidance and placement that we have scarcely begun to get into what one might call the *dynamics* of vocational choice. The real underlying personality characteristics which make an individual suitable in a given company, in a given situation, and make another individual unsuitable, await much discovery. If tests are to make a contribution here, it may be these more complex instruments which get deeper

An educated man is not one whose memory is trained to carry a few dates in history—he is one who can accomplish things. A man who cannot think is not an educated man, however many college degrees he may have acquired. Thinking is the hardest work anyone can do—which is probably the reason why we have so few thinkers. There are two extremes to be avoided; one is the attitude of contempt toward education, the other is the tragic snobbery of assuming that marching through an educational system is a sure cure for ignorance and mediocrity. You cannot learn in any school what the world is going to do next year, but you can learn some of the things which the world has tried to do in former years, and where it failed and where it succeeded. If education consisted in warning the young student away from some of the false theories on which men have tried to build, so that he may be saved the loss of time in finding out by bitter experience, its good would be unquestioned.—Henry Ford.

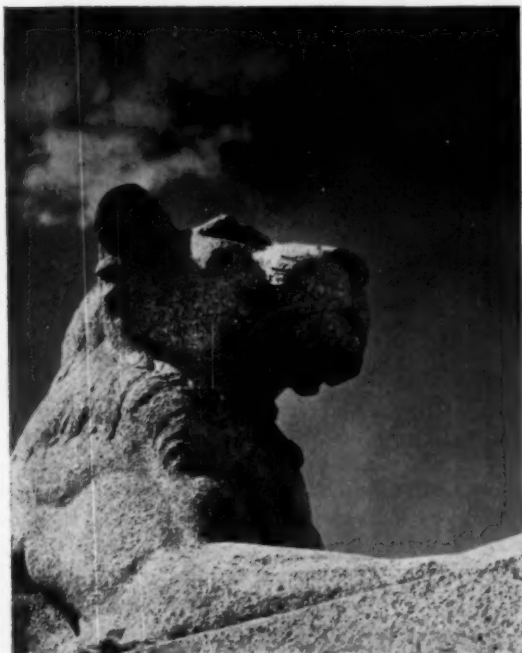
into the personality which will point the way. To date progress has been slight.

Further words of caution are perhaps in order. Because a given instrument or group of instruments have proven useful in one organization does not assure that they will prove useful in another setting. Before tests can be assumed useful in your company they should be studied within the framework of your organization. Different organizations require different types of employees, present different work atmospheres and different social climates. The person who makes a very fine adjustment in one company and becomes a very successful employee may not necessarily work out in another organization. It is a dangerous pitfall to assume that because a test instrument has worked out in one organization it may be accepted without critical analysis in a different setting.

Variables Too Intangible

Many college recruiters feel that the variables within a candidate for employment which

are most significant are at the same time so intangible as to be incapable of being objectively defined or measured with any type of scientific instrument. I do not question that in our present state of knowledge this is largely true. I would like to suggest however that often times what seem to us to be intangibles are so simply because we have not yet found the specific techniques by which we can *communicate* to one another or to ourselves the specific behaviors which we are responding to. Perhaps those aspects of personality, those intangibles about an individual, which today we feel are beyond the scope of measurement may yet come, and very profitably, into the scope of measurement. With continued research we may come across those variables in human conduct which so many of us feel are vital in all of our interpersonal relations, but which today remain in the form of will-o'-the-wisp abstractions. I would encourage all job recruiters to avoid that attitude which leads to a mere throwing



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up of one's hands in despair at the intangibility of such factors. Rather, these recruiters are in a position to investigate as carefully as possible the explicit bits of behavior that suggest "this is the kind of a candidate we are after." And as they come up with this clue and that clue they are in a position to attempt to check this out against the experience of other recruiters and against the experience of other psychologists. By working together, the vast body of job recruiters and the vast body of research psychologists may work toward the bringing of the intangible to the tangible to the great benefit of all concerned.

Great Potential

I have not meant to imply that tests will provide information that careful, detailed interviewing will not provide. I do suggest that often times tests can produce this material quicker, to the economy of the whole process of job recruiting. I would like to suggest

in conclusion that psychological tests have great potential for the area of job recruiting. The recruiter who overlooks this area may be overlooking a fruitful lead to more successful recruiting. The means are available for a rather deep study of personality. For high level positions these have real merit, and as we all work toward the reduction of intangibles and as psychologists work toward the development of more adequate, less complex instruments there are unexplored possibilities for the use of such instruments at other levels of industrial organization. In my work in placement I was constantly impressed by the sincerity with which job recruiters were trying to improve their own work and trying to find the man who would not only make the best employee for their company, but who would himself find greatest satisfaction in this particular line of work. My hope as I leave the area is that, in the future, psychological tests will be more carefully investigated and their potentialities more fully utilized.

REGIONAL MEETINGS

Eastern College Personnel Officers

October 4, 5, and 6—Wentworth-By-The-Sea, Portsmouth, New Hampshire

Middle Atlantic Placement Officers Association

September 19, 20, and 21—Chalfonte-Haddon Hall, Atlantic City, New Jersey

Midwest College Placement Association

September 14 and 15—Sheraton Hotel, St. Louis, Missouri

Rocky Mountain Association of College Placement Officers

October 29 and 30—Hotel Utah, Salt Lake City, Utah

Southern College Placement Officers Association

December 9, 10, and 11—The Carolina, Pinchurst, North Carolina

Southwest Placement Association

October 6 and 7—Driskill Hotel, Austin, Texas

Western College Placement Association

January 20 and 21—Olympic Hotel, Seattle, Washington

Returning Veterans

. . . How many register with their placement offices?

JOHN E. STEELE, Commerce Placement Director
Ohio State University, Columbus, Ohio

Because of the numerous requests which all Placement Directors receive from employers to put them in touch with returning veterans, our office made a detailed survey to ascertain how many returning veterans could be contacted by employers through our office.

During the 1952-53 school year, there were forty returning veterans who registered with the Commerce Placement Office at Ohio State University. In analyzing the records of these men, we found that twenty-four (60%) are from the Columbus, Ohio, area; a total of thirty-seven (92.5%) were from the state of Ohio. Only three men out of the forty returning veterans were from out of the state. The thirty-seven men whose homes were in the state of Ohio stated that they definitely wanted employment within this state.

Most employers expect the College Placement Office to abound with candidates who have recently been discharged from military service. The experience related above confirms my impression that only those returning veterans re-register with the placement office who are from the immediate vicinity where the university is located.

In following up the survey mentioned above by talking to students prior to graduation and by talking to returning service men, we are sincerely convinced that the best way for the employer to contact the returning veteran is to interview him while he is a student in college. This year particularly we found more and more evidence that the 1952 graduates are communicating with the companies that took the time to interview them on the

campus two years ago. Many employers are following this practice at the present time, but it is always amazing to me that we find so many other employers who refuse to speak to candidates unless they are free from military service.

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GEORGE DAVENEL, Placement Director
Queens College, Flushing, New York

As every good Placement Director knows, to place an applicant on a job begins rather than ends responsibility. In the light of this, it is surprising that more organized follow-up work is not done in more colleges. A recent informal sampling of college placement bureaus revealed that follow-up is the "step-child" among other functions. In some institutions this is a major responsibility of full-time professional workers. But such institutions are in the minority! In most places the approach is much less formal and systematic.

Reasons advanced for this limited approach are: "No time for it!", "Staff too small to handle this.", "We occasionally sample but cannot follow-up progress of our placements.", "Too expensive.", "No time for it!!", "Not really our responsibility.", "Too many applicants.", "Have to spend most of our time contacting employers to get jobs.", "No time for it!!!"

Granted that most placement bureaus are under-budgeted, under-staffed and over-worked, follow-up, down or around an applicant, ought to be an important part of the placement process. Why?

Why Follow-Up?

From a practical viewpoint, there is no better way of holding on to present job contacts and of making new ones. Employers like the feeling of a bureau's sustained interest in its referrals. They are impressed by this as a selling point if they have not used the bureau before; they are inclined to keep on

using it once the contact has been established. Furthermore, in following up a placement's progress, there is an excellent opportunity to introduce another candidate to an organization and to reactivate that organization's interest in the bureau.

George Davenel organized and directs the Queens College Placement Bureau. He is Secretary of the Placement and Follow-up section of the National Vocational Guidance Association, and is Editor of their *Placement News*. Mr. Davenel is active in many organizations, including New York Personnel Management and Eastern College Personnel Officers.

Both employers and prospective employees are inclined to be more honest and realistic in their dealing with the college placement agency. When there is an organized follow-up in progress, recruiters are less likely to promise your applicants specialized training, unusual advancements, exorbitant raises, air conditioning and crepe suzettes at the mid-morning snack period, unless all these factors will really be provided in the manner described. They know that you will be knocking at their doors within a short time to inquire about those crepe suzettes if they haven't turned up.

Much more important, however, than these practical values are the educational and guidance benefits that a good follow-up program provides. In the first place, part of the effectiveness of any placement program can be measured in terms of the quality and quantity of placements achieved and services

rendered. Such measurement produces some scientific appraisal of the worth of the placement program, and incidentally, of the educational institution of which it is a part. These data are invaluable in reviewing and strengthening guidance and placement procedures, in evaluating and revitalizing the curriculum, in winning friends for the placement program, and in influencing college administrators concerned with the making of educational policy.

When To Follow-Up

When should the Placement Office follow-up? At Queens College, our experience—based on dealing with thousands of applicants annually—suggests two types of follow-up: with the applicant immediately after referral to a job; with the employer four months after an applicant has been placed.

It is important for the placement staff to know as soon as possible what happened when an applicant has been interviewed by an employer for a job. If the interview is held off campus, the referring agency does not know until the applicant or employer contacts the agency whether the job is still open. In a busy office with many applicants being referred to many jobs, it is not always possible for the placement officer who made the referral to take the initiative and telephone the employer. This is really not his responsibility, anyway. It is the duty of the applicant to report back the results of the interview as soon as possible after the termination of the interview. How to get applicants to do this has been a problem ever since the inauguration of placement offices!

At Queens College, applicants are taught in various ways to assume this responsibility. For example, at time of registration with the Placement Bureau, applicants sign an agreement form which lists, among other things, the candidate's responsibility "to report back the results of each interview at the end of the interview, if such occurs before the close of the business day. If the interview terminates after the close of the business day, to report back at the start of the next business day." A copy of this agreement is given to

the applicant after he registers to encourage him to remember.

However, more important and helpful than this piece of paper is the attitude toward reporting back that has been carefully developed by our placement staff. Applicants know that our interest in this procedure is for their benefit. If the report is a good one, we want to give our congratulations; if it is a bad one, our consolation and, if possible, a new lead. If, as so frequently happens after the first interview for an important job, the report is an indefinite one—"I do not know—they will let me know in two weeks"; "They have to check my references and then notify me"; "Several candidates are being screened for the job—I think I'll hear on Thursday"—we are sometimes able, from our experience with the employer, to interpret to the candidate what this generality means (a killed-with-kindness—no!; a good-in-the-running—yes!—or a marshy - anybody's - guess - what - this means!). We might be able to suggest ways to close the deal satisfactorily: a letter to be sent by the applicant thanking the employer for the interview and summarizing several suggested strong points; a telephone call from us to the employer emphasizing an item omitted or glossed over by the candidate; a special letter to be written by a reference slanted along a particular line of thought that dominated the interview.

Initial Interview

We get across elements of this thinking in our initial interview with our applicants before we refer them, and in our guidance and placement workshops. Many of our applicants, even before they come to us, have heard about our interest in follow-up from fellow-classmen and alumni who have been placed by our Bureau, and from faculty counselors and college administrators who help us in the administration of our placement program. They know that this is a definite part of the placement process, that it is one specific way of demonstrating objectively their sense of maturity and follow-through, and that in the end if they do report back, they are helping

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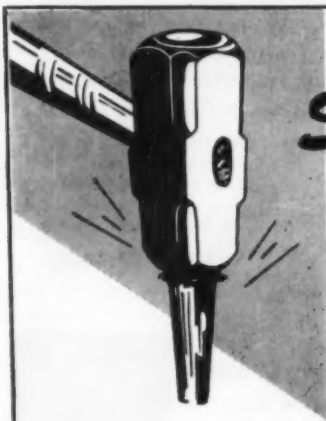
For the referring placement officer must not only be interested in knowing how well he has served his job applicant, but also be interested in knowing how well he has served his employer contacts. A job that is good enough for the placement bureau to consider hangs in the balance during the referral period. While the referring officer has presumably done everything that he can to help his candidate get it, if the applicant is not going to be accepted, there are two new jobs which he has to do—find a new applicant for the original job and a new job for the original applicant.

Furthermore, an early follow-up with applicants is desired in order to maintain accurate daily statistics concerning the placement office activity in the following areas: number of jobs handled, number of applicants served, number of referrals made, number of placements achieved.

It is for these reasons that we have worked with our students and alumni on this matter of immediate follow-up. At present we have reduced our ratio of uncooperative applicants to about 25 per thousand served. (As our job referrals yearly run between 7000 and 8000, this lack of response is negligible.)

In addition to getting applicants to report back very early after an interview, we follow-up with employers the progress of our placements about four months after they have been hired. By that time, the shiny newness of the job has been worn off and the applicant knows whether it is sterling all the way or maybe just silverplated. He is ready for that second wind which will push him up in his organization or maybe blow him out the front door.

By that time the employer has had four months to judge the applicant, your screening and the college's preparation of him, and the business plans of his company. He is in a good position to evaluate your candidate and, incidentally, (if things went well) to be en-



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couraged to think about hiring another. With the employer and employee both realizing that the honeymoon is over, the situation is pregnant with possibilities which a good follow-up will reveal.

How To Follow-Up

But how can all this follow-up work be done by that understaffed, overworked and underbudgeted placement bureau that we described earlier? How can busy placement people get the time and resources to interest even busier (at least they sometimes want to think that they are) business people to cooperate? After all, this follow-up work, if it is to be productive, must be easily done by all concerned: applicants, placement staff and employing supervisor.

At Queens College, we have streamlined procedures so that in general we use two questionnaires and one letter for this work. Both questionnaires are designedly simple so as to encourage raters to do the rating as soon as the form is received. Through trial and error we have learned that the longer and more complex the rating form, the less interest employers demonstrated in completing it. Furthermore, we have to keep material to be used down to a minimum because of the cost in mimeographing and handling forms, mailing them, and reading returned reports.

Therefore, when an applicant reports after an interview that he has been hired, he is given or mailed one of these questionnaires to complete for the recording of information about the job. This is kept on file in the Bureau to remind us that four months later we want to contact his employer.

On this questionnaire we ask him to report the title of the job on which he was placed, the salary, name and address of hiring organization, name of immediate supervisor, and a statement about why he chose the job. This form is then put into his cumulative record folder.

Our procedure then is to enter on a calendar pad the name of our placed applicant four months in advance of the date of placement. When that date turns up on the pad, we are reminded to look into this former

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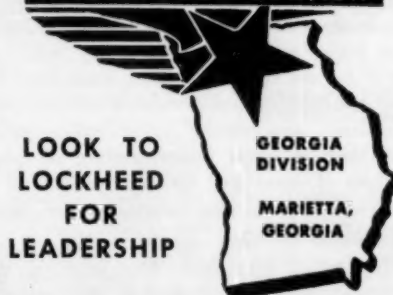
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applicant's file. In that file is the report that he completed right after he was placed, indicating the information given above and the name of his immediate supervisor.

A form letter and the second questionnaire, an occupational rating sheet, are then addressed to this supervisor about our former referral, with the request that if the supervisor can, he rate the applicant on the scale and return it to us; that if he cannot, he forward this to someone in the company who can. (Certain organizations have regulations that materials of this type must be completed by central personnel offices.) If for any reason this supervisor does not wish to use this form, he is encouraged to send in his own type of report. We ask him to rate our placements on physical, intellectual, and emotional factors. Some of the physical factors relate to health, level of energy, dress, general appearance, etc. Intellectual factors consist of items such as accuracy, ease in learning, ability to follow directions, ability to analyze a new situation, creative ability, quantity and quality of work, etc. Self-control, cooperation, geniality, initiative, etc., are some of the emotional factors contained in the scale. We also ask the supervisor if he has any criticism about the candidate's general preparation for the job and if he can suggest any ways of improving our liberal arts curriculum.

Visits

In certain instances, we visit organizations where our workers are employed rather than mail the follow-up occupational rating questionnaire. Such visits are always arranged ahead of time with the company. During these calls we have opportunity not only to get our occupational rating completed but also to talk to central personnel officers, meet immediate supervisors (frequently getting from them a better understanding of qualifications of jobs) and visit our placement on the job. Great public relation values result from this all around.

The central personnel office knowing that we are coming frequently has our referrals in for conferences before the date of our arrival. Attention can be called indirectly by

our referrals to those pre-hiring promises of "young talent like cream rising to the top" and "the future being wide open" (also perhaps the matter of those crepe suzettes!). Good things like raises (one executive confessed that he was afraid we would pirate away his workers so he gave them five dollar raises two days before our visit), and opportunity to talk about their jobs and promotional opportunities with top level executives (a little bit of personnel housecleaning before we came) have resulted for our people from this interest.

Appreciative

These visits often have a galvanizing effect on our placements. They are sincerely appreciative of the continued interest, eager to tell how good, bad or mediocre the great experiment has been and anxious to learn about campus happenings. Sometimes the central personnel office arranges for all of us to have lunch together; sometimes these are just spot conferences at the worker's desk and sometimes (and least desired) they are formal interviews set up by the personnel department, with interviewing space and a schedule provided.

We would like to be able to report that we are now at a point where we are following-up every placement: from the youngest undergraduate on the simplest job to the most experienced alumnus on the most challenging one. Actually, we are not! We are following-up as many of our placements as our small staff and resources will allow. We hope to increase this number each year by using the procedures outlined above.

We believe that the follow-up technique has promotional value because, through using it, we have been able to hold on to old job contacts and get new ones. We know that it has educational value because we have been able to get much valuable vocational guidance and placement information from our work in this area. We hope that the utilization of this technique will help us make our placement service more responsive to the social, occupational and economic needs of our students.



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College Placement Officers

. . . And Recruiting Dates for 1954-55

Alabama

Alabama College, Montevilla—A. C. Anderson, Director, Placement Bureau. January 20, June 1, July 20, August 25.

Alabama Polytechnic Institute, Auburn—W. S. Farley, Manager, Graduate Placement Office. December 16, March 17, June 4, August 28. Interviews: October 11-December 8, January 10-March 11, March 28-May 27. Avoid: Saturdays and holidays.

Howard College, Birmingham—William D. Murray, Placement Director. January, June, August.

State Teachers College, Florence—W. T. McElheny, Director of Student Personnel & Placement. January 21, May 23, July 22. Avoid: November 24-28, December 17-January 2, January 21-24, March 23-28, May 26-31, July 2-5.

State Teachers College, Jacksonville—C. R. Wood, Dean. May 27.

Tuskegee Institute, Tuskegee Institute—J. Julius Flood, Personnel Director. February, May. Interviews: September 15-December 15.

University of Alabama, University—Burton R. Morley, Director, Bureau of Personnel & Placement. January 29, May 28-29.

Arizona

American Institute for Foreign Trade, Phoenix—Donald M. Johnson, Director of Placement. Avoid: December 10-January 3. Interviews: January 28-May 28.

Arizona State College, Flagstaff—Virgil W. Gillenwater, Director, Bureau of Appointments. May 22, July 10, August 14.

Arizona State College, Tempe—Dr. Robert F. Menke, Director of Placement. January 14, May 20, July 9, August 13. Avoid: Week before graduation dates.

Arkansas

Arkansas College, Batesville—Roberta T. Dorr, Registrar & Director of Placement Bureau. January 28, May 30. Avoid: December 18-January 4, March 31-April 5.

The Journal again presents its annual listing and takes this opportunity to express its thanks to all respondents. Data are arranged alphabetically by States as follows: name of institution, location, placement officer(s), course completion or graduation dates, dates for interviews, dates to avoid.

The interview dates given are those preferred by the colleges, but not necessarily the only periods for interviewing. Most colleges and universities arrange interviews throughout the school year for the convenience of business representatives, but placement directors request that appointments be made at least two to three weeks in advance, earlier if possible.

Arkansas Polytechnic College, Russellville—John E. Tucker, Director, Student Affairs. January 22, May 22, August 12. Avoid: October 22, November 5, 24-29, December 17-January 3, March 17, April 7-12.

Philander Smith College, Little Rock—M. L. Harris, President. May 1, August 1.

University of Arkansas, Fayetteville—L. D. Trager, Placement Director. January 29, June 4. Interviews: October 11-January 14, February 7-May 20. Avoid: November 24-29, December 17-January 4, April 8-18.

California

Armstrong College, Berkeley—Mrs. Esther P. Armstrong, Director, Placement Service. September 23, December 16, March 24, June 16.

California Institute of Technology, Pasadena—Donald S. Clark, Director of Placements. June 10. Interviews: January 10-April 30. Avoid: March 11-29.

California State Polytechnic College, San Luis Obispo—John E. Jones, Placement Officer. December 10, March 22, June 18. Avoid: November 11, 24-27, December 6-January 5, March 17-29, April 8-10, May 30-June 19.

Chapman College, Los Angeles—Mary Ellen Dickison, Registrar. October 22, December 3, January 28, March 11, April 29, June 10.

College of the Holy Names, Oakland—Sister Gertrude Mary, Placement Director. January 26, June 5.

College of the Pacific, Stockton—Elliott J. Taylor, Director of Placement. Dr. Walter Gore, Director of Teacher Placement. January 28, June 10, July 22, August 26. Avoid: November 25-28, December 28-January 2, April 3-10, June 6-10.

Humboldt State College, Arcata—Mary Louise Humphrey, Placement Secretary. January 28, June 3. Avoid: April 1-10.

Long Beach State College, Long Beach—Miss Jane Thompson, Placement Counselor. January 29, June 11.

Pasadena College, Pasadena—J. H. Mayfield, Dean of Students. January 28, June 3.

St. Mary's College, St. Mary's P. O.—Brother Bede Edward, F.S.C., Director, Placement Bureau. February 1, June 6.

San Diego State College, San Diego—Will M. Kidwell, Placement Officer. January 28, June 10. Avoid: November 25-26, December 17-31, January 20-28, January 28-February 7, April 2-10, June 2-10.

San Francisco State College, San Francisco—Dr. Joe Smith, Director of Placement. Dr. Paul Wooly, Placement Officer. Miss Dorothy R. Davis, Placement Secretary. January 20, June 2.

San Jose State College, San Jose—Vernon A. Ouellette, Placement Officer. December 17, March 18, June 17, August 5, September 2. Avoid: September 20-24, November 25-28, December 13-17, 20-31, January 3-7, March 7-11, 14-18, March 28-April 1, June 12-16, 20-24.

Stanford University, Stanford—Mr. Eugene W. Dils, Director, Placement Service. Mr. James R. Johnson, Assistant Director. December 17, March 18, June 15, August 23. Interviews: October 18-December 3, January 10-March 11, March 30-June 3. Avoid: November 25-28, February 22.

University of California, Davis—Burton A. King, Manager, Placement Office. January 27, June 16. Avoid: December 20-January 1, 15-February 7, April 25-30, after June 4.

University of California, Los Angeles—John W. Adams, Manager. January 27, June 16. Avoid: November 8-13, 25, December 20-

January 1, February 22, April 4-19, 25-30, May 30.

University of Santa Clara, Santa Clara—Helen Ferris, Placement Director. January 28, June 3. Avoid: February 22, March 14-18, April 7-11, 25-29, May 4, May 19.

University of Southern California, Los Angeles—Mrs. Florence B. Watt, Director, Bureau of Employment. January 27, June 11, August 27. Avoid: September 15-20, November 25-26, December 20-January 3, January 17-February 8, April 4-8.

Colorado

Colorado A. & M. College, Fort Collins—Lyle N. Slonecker, Director of Placement. December 17, March 18, June 10. Avoid: December 10-January 15, March 12-April 1, week before close of each term.

Colorado College, Colorado Springs—A. E. Matheas, Dean of Admission. January 31, June 12.

Colorado School of Mines, Golden—W. Burger, Dean of Students & Registrar. May 27. Avoid: October 12, 18-22, November 2, 11, 25-28, December 18-January 2, January 20-25, 28, 29, February 12, 22, April 7-10, May 9-21.

Colorado University, Boulder—Willard Edwards, Director, Placement Bureau. February 3, June 11, August 27. Interviews: November, December, January—for January graduates only, January 5-June 9—for January, June, and August graduates. Avoid: November 25, 26, 27, December 17-January 5, January 27-February 10, April 1-12, May 30-June 9, all Saturdays.

University of Denver, Denver—John W. Pompelli, Assistant Director of Placements. December 10, June 10, March 18. Interviews: September 27-November 24, November 29-December 8, January 5-March 16, March 30-June 8.

Connecticut

Trinity College, Hartford—John F. Butler, Director of Placement. June 12. Interviews: February 1-May 15. Avoid: March 30-April 11.

University of Bridgeport, Bridgeport—Frank S. Wright, Director of Placement. February, June.

University of Connecticut, Storrs—John E. Powers, Placement Officer. January 28, June 12. Interviews: Week days between December 6-16, January 10-18, February 10-March 31, April 14-May 20. Avoid: February 22, April 8.

Wesleyan University, Middletown—Herbert L. Connelly, Secretary, Special Committee on Vocational and Placement Assistance. June 12. Interviews: November 8-11, 15-19, December 6-10, January 5-21, February 16-23, March 7-30, April 14-May 9. Avoid: October-November 7, November 20-December 5, December 11-31, January 1-14, January 22-February 15, February 24-28, March 1-6, April 1-13, May 10-June 12.

Yale University, New Haven—Stuart H. Clement, Supervisor Senior Placement. June 13. Avoid: All Saturdays before December 1, December 17-January 5, January 24-February 4, February 10, 11, 18, March 30-31.* April 1-12, after May 18. *This applies to Mechanical Engineering Seniors only.

Delaware

University of Delaware, Newark—Mrs. Geraldine M. Wyatt, Director, Business Guidance & Placement Bureau. January 28, June 5, August 1. Interviews: February Class—October 25-January 17. Ph.D's—October 23-May 20. June & September Class—December 1-May 20. Avoid: Saturdays, November 2, 24-29, December 18-January 3, January 18-February 3, April 6-14.

District of Columbia

The American University—Mrs. Eloise N. Magaw, Placement Officer. January 31, June 11. Avoid: December 19-January 2, April 6-9.

The Catholic University of America—Martin E. Casey, Director of Placement. June 7. Interviews: November 8-December 15, February 7-April 6. Avoid: November 11, 25, 26, December 8, February 22, 24, 25, March 7.

Florida

Florida State University, Tallahassee—Dr. Glover E. Tully, Director, Vocational Guidance and Placement. January 29, May 30,

August 6. Avoid: November 10-13, 23-29, January 21-28, April 7-12, May 21-30, June 1-13.

University of Florida, Gainesville—Maurice E. Mayberry, University Placement Officer. January 29, June 6, August 13. Interviews: October 1-December 17, January 7-May 20. Avoid: November 24-29, January 15-February 7, April 7-12.

University of Miami, Miami—Louis H. Miller, Director, Placement Service. January 31, June 6. Avoid: November 19, 24, 25, 26, December 18-January 3, January 19-February 7, April 2-11.

Georgia

Albany State College, Albany—A. W. Washington, Director of Public Relations & Placement. June 6, August 20.

Emory University, Emory—Charles N. Watson, Director, Student Aid & Placement. December 17, March 14, June 5.

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Georgia Institute of Technology, Atlanta—Fred W. Ajax, Placement Director. March 19, June 11, September 10, December 17. All interviews start January 10. Avoid: March 19-April 1, June 11-July 1, September 10-October 1.

Mercer University, Macon—December 15, March 17, June 3, August 20.

University of Georgia, Athens—Miss Anne Seawell, Director of Placement. December 18, March 16, June 6, August 18. Interviews: October 11-December 10, January 10-March 11, March 28-May 31, June 20-August 12.

Idaho

The College of Idaho, Caldwell—S. Gene Odle, Director of Student Personnel. June 4.

Idaho State College, Pocatello—C. A. Tallberg, Director of Placement. January 29, May 30.

Illinois

Aurora College, Aurora—Crystal Janaskie, Placement Secretary. December 17, March 18, June 13.

Blackburn College, Carlinville—Donald M. Mackenzie, Dean of the College. June 6. Avoid: March 26-April 4.

Bradley University, Peoria—Kermit Johnson, Placement Officer. January 28, June 6. Avoid: November 23-30, December 10-January 4, January 25-February 7, April 7-13, May 29-June 3.

De Paul University, Chicago—Kenneth Conway, Director of Placement Bureau. January 28, June 3. Interviews: September 27-January 21, February 14-May 27. Avoid: November 1, 8-12, 22-26, December 8, 20-January 5, January 21, April 4-15, May 19, 27.

Eastern Illinois State College, Charleston—William H. Reigel, Director of Placement. December 3, March 8, June 3, August 5. Interviews: June and August classes—not before January 31. Avoid: November 24-29, December 17-January 3, June 3-13.

Greenville College, Greenville—George T. Tade, Dean. May 30. Avoid: March 18-25, January 20-24, December 17-January 4, November 24-29.

Illinois Institute of Technology, Chicago—Earl C. Kubicek, Director of Alumni Relations and Placement. Interviews: October 25-June 9. Avoid: November 25-28, December 20-January 3, January 20-February 14, February 22, March 30-April 1, April 7-8, May 5, 6, 30, Saturdays.

Illinois Wesleyan University, Bloomington—Thelma Watt, Director of Placement. Avoid: December 17-January 3, January 21-27, April 1-12.

Milikin University, Decatur—Glen R. Smith, Director, Business Placement Bureau. Interviews: September 20-June 1. Avoid: November 24-29, December 17-January 3, January 28-February 8, April 6-13.

Monmouth College, Monmouth—Charles Gavin, Director of Placement. June 6. Avoid: January 24-February 2, April 1-11, November 24-29, December 16-January 4.

Northwestern University, Evanston—Commerce & Liberal Arts, Fred L. Hefferon, Placement Assistant, Pearson Hall. Technological Institute, Mrs. LaVerne Allen, Industrial Relations Dept. Interviews: November 1-December 3, January 31-March 10, April 5-May 13.

Southern Illinois University, Carbondale—Royce R. Bryant, Director of Placements. December 4, March 12, June 12, August 13. Avoid: November 25-26, November 30-December 4, December 18-January 3, March 8-21, April 8.

University of Chicago, Chicago—Robert C. Woellner, Director of Vocational Guidance and Placement. August 27, December 17, March 18, June 10.

University of Illinois, Urbana—G. W. Peck, Acting Coordinator of Placement. January 29, June 19. Interviews: October 11-November 23, November 30-December 17, January 4-18, February 14-April 6, April 14-May 27. Avoid: September 15-18, October 20-22, November 24-29, December 18-January 3, January 21-29, February 7-9, March 16-19, April 7-13, May 30, June 2-10, 19.

Wheaton College, Wheaton—Mrs. Rana B. McDonald, Placement Director. January 28, June 6, August 12. Avoid: December 15-January 3, April 8-18.



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Indiana

Anderson College, Anderson—Dr. Adam Miller, Head Men's Counselor. Dr. Vila Deubach, Director, Student Personnel. June.

Butler University, Indianapolis—L. Gray Burdin, Dean of Men. June 13, August 5.

DePauw University, Greencastle—David W. Robinson, Assistant Dean of Students. January 20-February 5, May 27-June 3. Avoid: November 24-29, December 17-January 3, January 20-February 5, March 25-April 4, May 27-June 3.

Evansville College, Evansville—Everette Walker, Director of Student Personnel Service. December 4, March 10, June 6, August 5. Avoid: December 1-10, 17-31, March 7-15, April 7-12.

Franklin College, Franklin—Randall Tucker, Director of Placement. February 4, June 12. Avoid: October 21-23, 30, November 24-29, December 17-January 3, January 30-February 2, April 7-18.

Hanover College, Hanover—Robert Calvert, Jr., Director of Placement. January 30, June 13. Avoid: December 16-January 4, January 22-February 2, April 1-12.

Huntington College, Huntington—Carl Zurcher, Acting Registrar & Director of Teacher Placement. January 27, June 13, August 10. Avoid: December 17-January 3, January 24-27, June 6-9.

Indiana University, Bloomington—J. D. Snider, Director, Bureau of Personnel Relations and Placement. January 29, June 13, August 12. Interviews: October 18-November 19, December 1-15, January 5-19, February 14-April 4, April 15-May 25, June 27-August 10. Avoid: July 4.

Purdue University, Lafayette—F. Lynn Cason, Director, Placement Service for Men. Interviews: October 25-May 27. Avoid: November 24-29, December 22-January 7, January 31-February 4, April 6-15.

Saint Mary's College, Notre Dame—Sister M. Gertrude Anne, Registrar. June 4.

Tri-State College, Angola—Jonas Crisman, Placement Director. December 17, March 18, June 10, August 26.

University of Notre Dame, Notre Dame—William R. Dooley, Placement Director.

January 28, June 5. Interviews: October 18-January 20, February 7-May 25. Avoid: Saturdays, November 1, 2, 24, 25, 26, December 8, 9, December 20-January 7, February 21, 22, 23, April 4-22, May 19.

Valparaiso University, Valparaiso—Alfred R. Looman, Director of Placement. January 23, May 29. Interviews: November 8-December 3, January 31-March 30, April 18-May 12.

Iowa

Coe College, Cedar Rapids—Dr. John X. Jamrich, Dean of Students. June 5. Avoid: April 1-12.

Drake University, Des Moines—E. E. Niffenegger, Placement Director. February 6, June 6. Interviews: October 4-January 25. Avoid: October 23, November 23-29, December 16-January 4, January 27-February 11, April 7-12, 28-29, May 23.

Grinnell College, Grinnell—G. L. Thornton, Director, Placement Bureau. January 27, June 5. Avoid: December 18-January 3, January 24-27, April 2-11, May 26-30.

Iowa State College, Ames—Mrs. Irene H. Buchanan, Personnel Officer, Home Economics Placement. December 17, March 18, June 10. Interviews: February 14-April 30. Avoid: December 13-17, March 11-18, May 11-14.

Iowa State Teachers College, Cedar Falls—Dr. Raymond John Schlicher, Director of Placement. December, March, June.

Parsons College, Fairfield—Mrs. Ethel C. Sherman, Director of Guidance & Placement. January, June, August.

St. Ambrose, Davenport—P. L. Danner, Placement Director. January 28, May 29.

Simpson College, Indianola—Dr. John E. Dahl, Director of Teacher Placement. June 4.

University of Iowa, Iowa City—Miss Helen M. Barnes, Director, Business and Industrial Placement Office. Interviews: November 10-May 16. Avoid: November 24-29, December 16-February 13, April 6-12.

Upper Iowa University, Fayette—William C. Mongold, Dean & Director of summer sessions. May 31, August 13, May 30, July 29.

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Kansas

Baker University, Baldwin—Leon A. Willgus, Director, Student Promotion & Placement. January 28, June 3.

Fort Hays Kansas State College, Hays—Ethel V. Artman, Executive Secretary. January 20, May 26, July 29.

Kansas State College, Manhattan—Chester E. Peters, Director of Placement. January 29, May 29, July 30. Interviews: October 18–November 19, December 1–15, February 15–April 5, April 13–May 14. Avoid: March 17–20.

Kansas State Teachers College, Emporia—Alex A. Daughtry, Director, Placement Bureau. January 22, May 26.

Kansas State Teachers College, Pittsburg—L. L. Tracy, Jr., Director of Placement. January 27, June 2, August 5.

Kansas Wesleyan University, Salina—John F. Courter, Director of University Services. January 24, May 31. Interviews: March 16, 17, 18, 24, 25, April 14, 15. Avoid: April 1–12, 28, 29.

St. Benedict's College, Atchison—January 25, May 25. Avoid: November 24–28, December 16–January 4, April 5–12.

St. Mary College, Xavier—Sister Thomas Aquinas, Director of Placement. January 22, May 28.

University of Kansas, Lawrence—George R. Waggoner, Dean, College of Liberal Arts. Jack D. Heysinger, Assistant Dean, School of Business. T. DeVitt Carr, Dean, School of Engineering. Burton W. Marvin, Dean, School of Journalism. R. Q. Brewster, Chairman, Chemistry Department. J. D. Stranathan, Chairman, Physics Department. G. B. Price, Chairman, Mathematics Department. August 7, January 27, June 6, August 6.

Kentucky

Berea College, Berea—Charles C. Carrington, Director of Placement. January 28, June 6. Avoid: December 20, January 3, April 13, 20.

Eastern Kentucky State College, Richmond—D. J. Carty, Director, Placement Bureau. January 27, June 2, August 3.

Transylvania College, Lexington—A. B. Crawford, Director of Placement Bureau. December, March, June.

Union College, Barbourville—Charles W. Simms, Director, Placement Service. May 31, July 13, August 19.

University of Kentucky, Lexington—Mrs. D. C. Kemper, Secretary, Placement Service. January 28, June 3. Avoid: November 25–29, December 18–January 3, January 24–February 9, April 8–12, May 31.

Villa Madonna College, Covington—Paul Bluemle, Director of Job Placement. May 27, 30. Avoid: May 16–17, 23–27.

Western Kentucky State College, Bowling Green—Kelly Thompson, Assistant to President. June 2, August 3. Avoid: Week of April 12.

Louisiana

College of the Sacred Heart, Grand Coteau—Mother Mary O'Callaghan, Dean. January 21, May 31. Avoid: November 12, 24–29, January 15–21, February 28–March 2, April 6–13, May 23–31.

Grambling College, Grambling—Kara V. Jackson, Director of Student Personnel Services. January, May, August.

Louisiana Polytechnic Institute, Ruston—Helen Woodard, Director, Department of Placement and Service. January 26, May 30, August 6. Avoid: November 24–29, December 18–January 3, January 26–February 3, April 7–12.

Louisiana State University, Baton Rouge—J. H. Mattox, Jr., Director of Public Relations. January 29, May 28.

Loyola University of the South, New Orleans—Bernard A. Tonnar, S.J., Assistant Dean, Arts and Sciences. May 30–June 4.

Southwestern Louisiana Institute, Lafayette—B. H. Tobin, Director of Placement. January 22, May 23. Avoid: November 20–29, December 18–January 3, February 22, April 6–12, May 23–28.

Tulane University, New Orleans—Johnie E. Branch, Placement Officer. June, August, February. Avoid: January 17–February 30, February 21, 22.

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Maine

Bates College, Lewiston—L. Ross Cummins, Director of Guidance & Placement. February 4, June 12. Interviews: February 8-May 14. Avoid: March 24-April 6.

Bowdoin College, Brunswick—Samuel A. Ladd, Jr., Director of Placement. June 18. Interviews: January 10-20, February 8-May 30. Avoid: March 25-April 6.

University of Maine, Orono—Philip J. Brockway, Director, Student Aid & Placement. February 5, June 19. Interviews: November 1. Avoid: December 17-January 3, April 1-11, January 27-February 7.

Maryland

College of Notre Dame of Maryland, Baltimore—Miss Mary Lu Schroeder, Personnel Director. May 31.

Goucher College, Baltimore—Miss Dorothy Arnold, Director of Vocational Guidance. December 16, March 17, June 12. Avoid: December 13-January 3, March 14-28, June 6-9.

Hood College, Frederick—Mary Grace Helfenstein, Director of Placement. June 5. Avoid: April 1-13.

The Johns Hopkins University, Baltimore—J. Lyon Rogers, Director, Placement Bureau. June 14. Interviews: Ph.D.'s, October 18-March 31. Bachelors & Masters, January 10-March 31. Avoid: November 18, 19, 25-28, December 22-January 9, January 26-February 9, February 22.

Morgan State College, Baltimore—J. Percy Bond, Director of Admissions and Placement. January 29, June 4. Interviews: March 15-May 15.

Mount Saint Agnes College, Baltimore—Sister Mary Magdala, R.S.M., Registrar. June 5.

Mount Saint Mary's College, Emmitsburg—Gerald C. Orosz, Director of Placement. September 9-January 28, January 30-June 1. Avoid: October 13, 14, 15, November 24-28, December 16-January 2, April 6-12.

University of Baltimore, Baltimore—John R. Spellissy, Placement Director. January 24, May 20. Interviews: Fall graduates—Monday and Wednesday afternoons during January, Spring graduates—April and May.

University of Maryland, College Park—Lewis M. Knebel, Assistant Dean of Men for Placement. February 1, June 4. Interviews: November 1-19, December 1-15, February 14-April 1. Avoid: November 23-30, December 15-January 6, February 1-5, 22, April 6-13.

Western Maryland College, Westminster—William M. David, Jr., Director of Placement. January 25, May 31.

Massachusetts

American International College, Springfield—Mr. William W. Turner, Director of Placement. June 5. Interviews: February, March, April and May.

Amherst College, Amherst—J. Alfred Guest, Director of Guidance and Placement. September 23, June 4. Avoid: December 18-January 4, January 21-27, March 19-April 5.

Boston College, Chestnut Hill—George Donaldson, Placement Director. June 8. Interviews: December 1-17, January 3-14, February 1-28, March 1-31, April 1-6, 18-30. Avoid: December 17-January 3, January 17-31, April 6-18, May 16-June 1.

Boston University, Boston—Norman H. Abbott, Director, Placement Service. C. E. Forbes, Senior Placement Officer. Emaline L. Kelley, Women's Placement. January 26, June 5, August 20. Interviews: November 1-23, November 29-December 17, January 3-14, February 3-March 18, March 28-May 17. Avoid: November 11, February 22, March 14, April 8, 19.

Eastern Nazarene College, Quincy—J. R. Naylor, Director of Placement Bureau. May 30, August 5. Avoid: December 17-January 4, March 25-April 5.

Emmanuel College, Boston—Rose M. Mullin, Director of Placement. June 6. Avoid: January 17-31, April 6-15.

Harvard Graduate School of Business Administration, Boston—D. G. Folts, Director of Placement. June 16. Interviews: February 14-May 6. Avoid: April 3-10.

Holy Cross College, Worcester—Frank Gallagher, Director of Placement. June 8. Inter-

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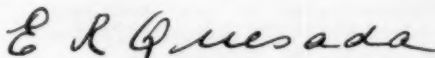
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views: February 3-May 7. Avoid: February 22, April 6-20.

Lowell Technological Institute, Lowell—James W. Bell, Director, Placement Bureau. June 6. Interviews: Starts first Monday in February. Avoid: February 22, April 1-11, 19, May 30.

Massachusetts Institute of Technology, Cambridge—Mr. Philip A. Stoddard, Associate Placement Officer. February 1, June 10. Avoid: October 12, November 11, 25-28, December 18-January 2, January 20-February 7, February 22, March 28-April 3, April 19, May 24.

Mount Holyoke College, South Hadley—Helen MacM. Voorhees, Director, The Appointment Bureau. June 6. Interviews: End of January to May 1. Avoid: December 16-January 4, January 20-31, March 25, April 5.

Northeastern University, Boston—Professor Roy L. Wooldridge, Director of Co-operative Work. June 17.

Regis College, Weston—Elizabeth Murphy, Director of Placement. June 14. Interviews: February 8-May 28. Avoid: Thursdays, Holidays, February 22, March 19, April 6-25.

Simmons College, Boston—Miss Anna M. Hanson, Director of Placement. June 13. Interviews: February-May. Avoid: February 22, March 25-April 4, April 19.

Smith College, Northampton—Alice Norma Davis, Director Vocational Office. Faith C. Rice, Associate Director Vocational Office. June 6. Interviews: Begin January 31. Avoid: November 24-29, December 17-January 4, January 19-28, February 22, March 30-April 14, May 21-31.

Tufts, Medford—Mrs. Viola Saltmarsh, Director of Placement. June 10. Interviews: January 4-April 29. Avoid: January 20, February 8, February 22, April 1-8, 19.

University of Massachusetts, Amherst—Emory E. Grayson, Director of Placement. June 3. Avoid: December 18-January 3, January 19-February 5, February 22, March 24-April 2, April 19, May 19-June 3.

Wellesley College, Wellesley—Mrs. Joan Fiss Bishop, Director of Placement Office. June 13. Avoid: November 23-29, December 15-

January 10, January 31-February 14, April 1-13, May 30.

Williams College, Williamstown—William O. Wyckoff, Director of Placement. June 12. Interviews: February 14-April 1, April 14-May 13. Avoid: April 2-13, Saturdays & Sundays.

Michigan

Albion College, Albion—Mrs. Lynn Mallory, Placement Secretary. February 1, June 6. Avoid: November 24-28, December 17-January 4, April 1-12.

Alma College, Alma—Professor Harlan R. McCall, Head, Department of Education. January 29, June 4.

Hope College, Holland—Albert H. Timmer, Director of Admission & Vocational Placement. January 29, June 6. Avoid: November 24-27, December 17-January 4, April 1-12, Saturdays & Sundays.

Marygrove College, Detroit—Patricia Madden, Placement Director. June 1. Avoid: November 1, 25, 26, December 8, December 20-January 3, January 19-February 1, April 7-18.

Michigan College of Mining and Technology, Houghton—Leo F. Duggan, Dean of Students and Director of Placement. June 6. Interviews: January 6-April 7. Avoid: February 1-5, March 19-28, all Saturdays.

Michigan State College, East Lansing—Jack Breslin, Director of Placement. December 6, March 16, June 5. Interviews: December graduates October 11-December 3, March graduates October 11-March 16, June graduates January 10-June 10. Avoid: November 15-17, 24-26, December 4-January 9, March 17-April 10, May 30, Saturdays.

Northern Michigan College of Education, Marquette—W. C. Hoppes, Director of Training and Placement. January 28, June 10, July 29. Avoid: December 17-January 3, January 28-February 7, April 6-12.

University of Detroit, Detroit—Donald C. Hunt, Director, Coordination & Placement. January and June. Interviews: Engineering, March 4-April 1, April 18-May 20. Arts, Science, Law, Business—October 1-December 17, January 5-18, March 4-April 1, April 18-May 20.

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University of Michigan, Ann Arbor—T. Luther Purdom, Director, Bureau of Appointments. Interviews: October 18-August 5. Avoid: November 24-28, December 18-February 20, April 1-11, May 21-June 26, July 4. John G. Young, Engineering Placement. Interviews: September 27-August 5. Avoid: November 24-28, December 18-February 13, April 1-11, May 21-June 26, July 4.

Wayne University, Detroit—Merland A. Kopka, Counselor, Placement Services. February 2, June 16. Avoid: September 13-October 1, November 11, 24-26, December 20-31, January 19-February 4, April 7-15, May 30, June 6-16.

Western Michigan College, Kalamazoo—Vern E. Mabie, Director, Placement & Alumni Relations. January 30, June 11, August 1. Interviews: January Graduates—December 1-16; June & August graduates—March 1-April 7, April 7-May 27; August graduates—July 1-30.

Minnesota

Augsburg College, Minneapolis—Carl R. Hammarberg, Director of Placement. June 3.

Carleton College, Northfield—Leith Shackel, Director of Placement. June 6. Interviews: October 15-May 1. Avoid: November 18, 24, 25, December 16-January 5, January 21-31, April 1-12.

College of St. Teresa, Winona—Sister M. Romana, Director of Placement. June 6.

College of St. Thomas, St. Paul—Ray G. Mock, Director of Placement. January 29, June 3, August 5. Interviews: November 2-May 15. Avoid: Saturdays, November 25, December 8, December 15-January 4, January 25-31, February 12, March 7, April 4-14.

Hamline University, St. Paul—Elizabeth Sibbald, Director of Student Placement. June 6. Interviews: February 3, 4, March 17-18. Avoid: February 12, March 8, April 6-13.

Macalester College, St. Paul—Miss Gladys H. Reutiman, Placement Director. January 27, June 6, August 12. Avoid: November 4-10, 25-28, December 17-January 3, February 22, March 28-April 11.

Mankato State Teachers College, Mankato—John A. Johnson, Director of Placement. December 7, March 8, June 3.

St. John's University, Collegeville—John E. Happe, Director of the Placement Service. January 21, May 30.

Saint Mary's College, Winona—Elvin R. Lewandowski, Director of Placement. May 29.

St. Olaf College, Northfield—Dr. Tillman M. Sogge, Director of Placement Bureau. Mr. Phillip Fjelsted, Assistant Director, Placement Bureau. June 6. Interviews: October 1-December 15, January 6-20, February 2-April 5, April 14-May 25.

University of Minnesota, Duluth—Edwin B. Wenzel, Placement Officer. December, March, June.

University of Minnesota, Minneapolis—Elmer W. Johnson, Director, Placement for Institute of Technology. December 16, March 17, June 11, July 14, August 18. Interviews: October 13-December 3, January 10-March 8, April 4-May 18. Avoid: November 11, 25, 26, February 22, April 8, May 12.

Mississippi

Mississippi College, Clinton—Guy C. Mitchell, Director, Bureau of Appointments. September 11-November 6, November 29-January 22, January 24-March 25, March 31-May 28.

Mississippi Southern College, Hattiesburg—Dorothy Lenoir, Director of Placement. December 3, March 11, May 27, August 17. Interviews: Fall graduates, October & November; Winter graduates, January & February; Spring graduates, April to mid-May; Summer graduates, mid-June-July. Avoid: last week of quarter and holidays.

Mississippi State College, State College—Robert S. Lishe, Placement Officer. January 29, May 23, August 13. Interviews: October, November, December 1-15, January, February, March, April, May 1-15. Avoid: November 23-29, December 18-January 3, April 6-12.

Mississippi State College for Women, Columbus—June 6. Interviews: begin March 15. Avoid: April 6-13.

The University of Mississippi, University—George M. Street, Director of Placement. January 28, May 29. Avoid: November 24-29, December 16-January 3, April 7-13, January 20-28, May 27-29.

Missouri

Central Missouri State College, Warrensburg—
Irl A. Gladfelter, Director of Placement.
December 3, March 9, May 27, July 29.

Culver-Stockton College, Canton—Richard B.
Mease, Director of Vocational Placement
Service. January 29, June 4, July 29.

Missouri School of Mines & Metallurgy, Rolla—
V. A. C. Gevecker, Assistant Dean. January
27, May 30. Avoid: November 24-29, De-
cember 18-January 3, February 21, 22,
March 16-21, May 25-31.

Rockhurst College, Kansas City—Rev. Charles
P. Cahill, S.J., Placement Officer. January
21, May 29.

St. Louis University, St. Louis—Charles J.
Marino, Director, Placement Bureau. Febru-
ary 6, June 7. Interviews: Electrical Engi-
neering—Tuesday & Fridays, Industrial
Engineering—Tuesday & Thursday, Geo-
physical Engineering—Mondays & Thurs-

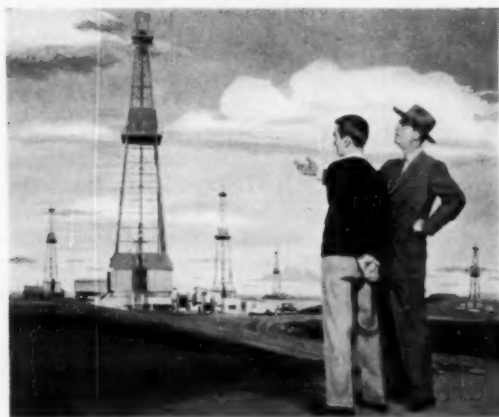
days, All others Monday-Friday. Avoid:
November 1, 8-13, 24-29, December 8, 17-
31, January 1-4, 21-28, 30-31, February 3-
7, 22, March 28-31, April 1, 6-12, May 19-
26, June 3.

Southwest Missouri State College, Springfield—
Mary C. Robinette, Director, Appointment
Bureau. November 25, March 3, May 26.
Avoid: last week of each term.

University of Kansas City, Kansas City—
Wheaden Black, Dean of Students. Septem-
ber 22-January 26, January 31-June 2.
Avoid: November 24-29, December 18-Jan-
uary 3, April 9-18.

University of Missouri, Columbia—George W.
Elliott, Director, Engr. Placement. February
1, June 8. Interviews: October 18-December
10, February 8-March 11.

Washington University, St. Louis—Mrs. Betty
Inman, Coordinator, Central Placement Of-
fice. Interviews: November 1-May 13.
Avoid: November 25-28, December 22-Janu-



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ary 4, January 14-February 3, February 22, April 3-11. Mrs. E. S. Clymonts, Placement Coordinator, School of Engineering. Interviews: October 20-April 1. Avoid: November 25-28, December 22-January 4, January 22-February 2, February 22.

Webster College, Webster Groves—Elizabeth Halpin, Director of Admission and Placement. May 31.

William Jewell College, Liberty—E. W. Holzappel, Dean of Students. January 28, June 3.

Montana

Montana State College, Bozeman—E. H. Wilson, Placement Director. December 18, March 19, June 6, August 19. Interviews: October 4-December 10, January 10-March 11, May 2-June 3. Avoid: December 13-January 8, March 14-April 3, April 28-May 1.

Nebraska

The Creighton University, Omaha—Robert T. Reilly, Director of Public Relations and Alumni Secretary. January 22, June 2. Interviews: January graduates—October & November 1-24, June graduates—February & April 25-May 19. Avoid: September 28, November 1, November 24-29, December 8, December 14-January 3, January 24-26, February 22, April 6-12, May 19, 30.

Nebraska Wesleyan University, Lincoln—Sam Dahl, Dean of the College. January 14, May 31.

Union College, Lincoln—Lowell W. Welch, Director of Student Placement. May 29.

University of Omaha, Omaha—J. E. Woods, Director of Placement. January 28, June 6, July 16, August 20. Avoid: September 7-16, November 24-29, December 15-January 3, January 22-February 1, April 5-13, May 13, May 21-June 1.

Nevada

University of Nevada, Reno—William D. Carlson, Dean of Student Affairs. January 28, June 6, July 15, August 19. Avoid: October 6-18, December 18-31, January 19-31, April 2-11, 24-30, May 23-31.

New Hampshire

Dartmouth College, Hanover—Donald W. Cameron, Director of Placement. May 21. Interviews: January 10-21, February 10-March 24, April 13-May 13.

Rivier College, Nashua—Sister Marie Carmella, Dean. June 5.

St. Anselm's College, Manchester—Rev. Bernard C. Holmes, O.S.B. August 7, February 9, June 9. Avoid: Before September 28, December 17-January 2, January 20-February 8, April 6-17, May 19, 30, after May 25.

University of New Hampshire, Durham—Donald H. Richards, Director of Placement. June 5. Interviews: January 31-May 15. Avoid: April 2-12.

New Jersey

College of Saint Elizabeth, Convent Station—Miss Julia E. Read, Personnel Director. June 8.

Newark College of Engineering, Newark—James W. Hicks, In charge of placement. June 9. Interviews: February 14-June 1.

Princeton University, Princeton—Gordon G. Sikes, Director, Placement Bureau. June 14. Interviews: February 7-April 29, October 25-December 10. Avoid: February 22, April 2-11.

Rider College, Trenton—G. Kenneth Conover, Placement Director. November 24, February 26, May 27, July 27. Interviews: October 15-November 15, January 4-May 15.

Rutgers University, New Brunswick—John P. Kirkwood, Director of Personnel and Placement. Benjamin T. Summer, Director of Placement. Harold Eaton, Placement Officer. June 8. Interviews: February 1-April 1, April 12-29. Avoid: February 22, April 4-11.

Saint Peter's College, Jersey City—Alvin L. Grant, Director of Placement. June 3. Avoid: March 17, April 7-18, May 19.

Stevens Institute of Technology, Hoboken—Harold R. Fee, Director of Placement. June 11. Interviews: February 14-April 5. Avoid: February 22.

New Mexico

New Mexico Highlands University, Las Vegas—W. H. Sininger, Director of Placement. June, August.

New Mexico Institute of Mining and Technology, Socorro—Arthur P. Stanton, Registrar. June 3. Avoid: October 4, 23, November 6, 25-27, December 17-January 4, January 28-February 1, March 19, April 2, April 7-9, June 3.

University of New Mexico, Albuquerque—Russell K. Sigler, Director, General Placement Bureau. January 29, June 9. Avoid: September 7-November 1, November 24-29, December 18-January 4, January 24-February 7, April 6-14.

New York

Adelphi College, Garden City—January 29, June 16. Avoid: December 18-January 1, January 22-February 4, April 16-25.

Alfred University, Alfred—Fred H. Gertz, Dean of Men and Coordinator of Placement. January 28, June 6. Interviews: February, March, April. Avoid: January 19-28, March 17-18, April 6-18, May 25-June 3.

Barnard College, Columbia University—Miss Ruth Houghton, Director, Placement Office. Avoid: December 22-January 4, January 17-26, April 3-10, May 10-12, 16-25.

Canisius College, Buffalo—J. E. Duggan, Director of Placement. June 12. Avoid: December 15-February 1.

The City College, New York—Mr. Walter Kelly, Business & Accounting Placement. Mr. John Bonforte, Engineering & Arts and Science Placement. January, June, August. Interviews: January graduates—October 11-December 8; June and August graduates—March 1-May 9. Avoid: Thursdays, April 7-15.

Clarkson College of Technology, Potsdam—F. A. Ramsdell, Director of Placement. June 5. Interviews: After October 18. Avoid: November 24-29, December 16-January 3, January 17-February 2, April 8-18.

Colgate University, Hamilton—G. H. Estabrooks, Director of Placement. February 1, May 30. Avoid: April 2-12.

College of Mount Saint Vincent, New York—Mary J. O'Donnell, Personnel Director. June 7. Interviews: February, March, April. Avoid: April 3-16.

College of New Rochelle, New Rochelle—Dr. M. Irene Wightwick, Personnel Director. June 6.

Columbia University, New York—Samuel H. Beach, Director of Placement (leave of absence 54-55). Mary A. Wegener, Associate Director of Placement. June 1. Interviews: June graduates—February 7-April 15. Avoid: April 4-8. Ph.D. graduates—after November 15.

The Cooper Union College, New York—H. F. Roemmele, Director of Industrial Relations. June 8. Interviews: November-May 1.

Cornell University, Ithaca—John L. Munschauer, Director of Placement. February 4, June 13. Interviews: Ph.D.'s—October 18-December 18, Masters and Bachelors—February 8-March 25, April 5-May 27.

Elmira College, Elmira—Mrs. Howard H. Clute, Director of Placement. June 6. Avoid: November 24-29, December 16-January 3, January 21-February 2, March 25-April 4, after May 25.

Fordham University, New York—Robert D. McCabe, Director of Placement. June 14, 15. Interviews: January 31-May 13. Avoid: February 22, March 17, April 6-18, May 16 and after.

Hofstra College, Hempstead—Sherman H. Masten, Director of Placement. January 25, June 4. Avoid: December 18-January 2, April 7-17.

Houghton College, Houghton—Mrs. Lora Lynip, Secretary of Placement. June 6.

Iona College, New Rochelle—Howard J. Bulger, Director of Placement. February 1, June 4. Interviews: February 1-May 15.

Manhattan College, New York—Brother Adrian Lewis, Placement Director. June 14. Avoid: February 22, March 17, April 6-18.

Manhattanville College of the Sacred Heart, Purchase—Margaret Rogers, Placement Director. May 30. Interviews: October 6-November 24, January 10-15, February 15-April 6, April 18-May 10. Avoid: December 15-January 15, January 15-February 15, April 6-18, May 10-30.

Marymount College, Manhattan—Margaret M. Sheahan, Director of Student Personnel Services. June 2. Interviews: Wednesday & Thursday 1:00-4:00.

- Marymount College, Tarrytown—Mother M. du Sacré Cœur, R.S.H.M., President. September 21, June 1.
- Nazareth College, Rochester—Sister Eva Marie, Placement Director. May 31. Interviews: October 15–November 15, February 1–20. Avoid: Thanksgiving–Christmas, January 20–26, May 20–27, April 22, February 22–25.
- Queens College, Flushing—Mr. George Davenel, Director of Placement. Dr. Nathan S. Washton, Director of Teacher Placement.
- Rochester Institute of Technology, Rochester—Interviews: Contact the Department heads. Art and Design—Mr. Stanley Witmeyer, Chemistry—Dr. Ralph Van Peursem, Commerce—Mr. Howard Stauffer, Electrical—Mr. Earle Morecock, Mechanical—Mr. George LeCain, Food Administration—Mrs. Georgie Hoke, Photography—Mr. C. B. Neblette, Printing—Mr. Byron Culver, Retailing—Miss Edwina Hogadone, School for American Craftsmen—Mr. Harold Brennan.
- Sarah Lawrence College, Bronxville—Mrs. Harrison P. Eddy, Alumnae Director. September 20, June 2.
- Pratt Institute School of Home Economics, Brooklyn—Mrs. Freda Buchanan, Officer of Placement and Field Relations. June 3.
- Siena College, Loudonville—Catherine M. Grace, Executive Assistant, Placement Bureau. January 31, June 2. Avoid: March 17.
- Skidmore College, Saratoga Springs—Miss Betsy James, Director, Vocational Bureau. June 5, May 21. Interviews: February 1–March 18, April 1–May 1. Avoid: January 17–29, March 19–31.
- St. Bonaventure University, St. Bonaventure—Professor James L. Hayes, Director of Placement. January 31, June 5, August 6.
- St. John Fisher College, Rochester—Gerard H. Tucker, Placement Director. June 5. Interviews: February 10–March 4, March 17–April 5, April 18–May 6.
- St. Lawrence University, Canton—Theodore J. Siekmann, Director of Placement. June 5, January 22. Avoid: December 18–January 3, January 12–27, February 25–27, April 2–12, after May 10.
- Union College, Schenectady—Henry J. Swanker, Director of Placement. June 12. Interviews: February 14–March. Avoid: April 2–11.
- University of Rochester, Rochester—Ward L. Taylor, Vocational Counselor & Placement Officer for Men. Dr. Isabel K. Wallace, Vocational Counselor & Placement Officer for Women. June 12. Interviews: February 7–April 5, April 18–May 13.
- University of Rochester College for Women, New York—Jane Stellwagen, Assistant to Placement Officer. February 1–July 1.
- Vassar College, Poughkeepsie—Jane T. Johnson, Vocational Bureau. June. Avoid: December 17–January 5, March 25–April 4.
- Wagner College, Staten Island—Stephen J. Bolsford, Director, Placement Bureau. January 21, May 30.

North Carolina

- Atlantic Christian College, Wilson—Dr. R. B. Cutlip, Director of Teacher Placement. May 29, August 20.
- Catawba College, Salisbury—Professor Millard F. Wilson, Associate Professor of Commerce and Director of the Placement Office. January 22, May 30.
- Davidson College, Davidson—C. Shaw Smith, Coordinator of Student Activities. May 30, January 27.
- Duke University, Durham—Fannie Y. Mitchell, Director, The Appointments Office. June 6. Interviews: June graduates not before February 1. Avoid: November 24–29, December 18–January 3, January 18–31, March 26–April 4.
- Elon College, Elon College—Hazel Walker, Registrar. August 20, May 30.
- Fayetteville State Teachers College, Fayetteville—Lafayette Parker, Director of Bureau of Placement & Follow-up. May 31, December 14, March 15.
- Greensboro College, Greensboro—Mary Brock, Director, Placement Bureau. May 23.
- Livingstone College, Salisbury—Miss Julia B. Duncan, Registrar–Treasurer. May 31.
- North Carolina State College, Raleigh—Carey R. Bostian, Chancellor. School of Agriculture—Dr. Roy L. Lovvorn, Director of Instruction. School of Design—Dean Henry L. Kamphoefner. School of Education—Dean

J. B. Kirkland. School of Engineering—Mrs. Marie Wicker, Coordinator of Student Affairs. School of Forestry—Dean R. J. Preston. School of Textiles—Mr. C. H. Dunlap, Director of Student Services.

Queens College, Charlotte—Mrs. W. W. Snyder, Assistant in Public Relations Office. May 30.

Salem College, Winston-Salem—Ivy M. Hixson, Academic Dean. January 28, May 27. Avoid: November 24-29, December 17-January 4, January 20-February 1, April 6-14.

University of North Carolina, Chapel Hill—Joe M. Galloway, Placement Director. January 20, July 14, May 23, August 22. Avoid: November 24-30, December 18-January 4, January 21-February 3, April 7-12, May 24-June 7.

Wake Forest College, Wake Forest—J. L. Memory, Jr., Director of Placement Office. January 28, May 30, August 9. Avoid: November 25-28, December 17-January 2, January 20-28, April 8-12, May 19-30, June 1-10.

Woman's College, The University of North Carolina, Greensboro—Mrs. Josephine P. Schaeffer, Placement Officer. January 29, June 3, June 6. Avoid: November 24-29, December 18-January 3, January 22-February 3, April 6-13, May 28-June 3.

North Dakota

North Dakota Agricultural College, Fargo—Oscar Gjernes, Director, Placement Service. December 18, June 6, March 19.

Ohio

Ashland College, Ashland—George M. Guiley, Dean of Students. January 27, June 6, August 5. Avoid: December 17-January 3, April 7-18.

Baldwin-Wallace College, Berea—Miss Bertha L. Stiefel, Director, Vocational Information & Placement Service. December 10, March 14, June 6, July 31. Avoid: December 10, 13, 14, December 14-January 3, March 14-24, June 6-8, 12.

Bluffton College, Bluffton—J. S. Schultz, Director of Teacher Education & Placement. August 27, February 1, June 6.

Case Institute of Technology, Cleveland—Arthur E. Bach, Director of Placement & Personnel. June 9. Interviews: Starting November 15. Avoid: November 23-26, December 17-31, January 24-February 4.

Dennison University, Granville—Robert L. McCleary, Director of Vocational Services. Interviews: September 20-May 15. Avoid: December 16-January 3, February 2-9, March 31-April 11.

Fenn College, Cleveland—M. B. Robinson, Dean, Personnel Services. Interviews: December 1-February 18. Avoid: December 20-January 2, February 21-March 1, April 4-10, May 16-23.

Heidelberg College, Tiffin—George Van Dyke, Department of Economics and Business Administration. Interviews: October 1-May 26. Avoid: November 24-29, December 17-January 4, January 22-February 4, April 7-12.

Kent State University, Kent—L. H. Munzenmayer, Director, Bureau of Appointments. June 11, August 26, December 16, March 18. Avoid: March 15-30, June 7-20, August 23-September 26, December 15-January 5.

Kenyon College, Gambier—Robert B. Brown, Secretary of the College. January 15-May 1. Avoid: January 25-February 10.

Miami University, Oxford—William T. Blomquist, Director, Bureau of Business Placement. January 29, June 6. Interviews: October 1-January 15, February 1-May 15. Avoid: November 24-29, December 19-January 3, March 25-31.

Muskingum College, New Concord—Lorin E. Bixler, Director of Placement Service. June 6, August 26. Avoid: November 24-29, December 17-January 3, April 1-12.

Oberlin College, Oberlin—Miss Dorothy M. Smith, Director, Bureau of Appointments. February 1, June 13. Avoid: November 24-29, December 17-January 5, January 21-February 4, April 2-12.

Ohio Northern University, Ada—Fred R. Clark, Dean of Men & Director of Placement. June 5. Avoid: November 25, 26, December 13-18, January 3, March 14-19, 21, April 8-11, May 30-June 5.

Ohio State University—College of Commerce and Administration—John E. Steele, Commerce Placement Director. December 17,

March 19, June 10, August 26. Interviews: October 15-November 10, November 15-23, November 29-December 7, January 17-February 18, February 23-March 4, April 4-May 27.

Ohio State University-College of Engineering-Lilyan B. Bradshaw, Engineering Placement Director. December 17, March 18, June 10. Interviews: October 11-December 3, January 12-March 4, April 6-May 27. Avoid: November 11, 25-27, February 22, May 30.

Ohio University, Athens-Albert C. Gubitz, Director. February 5, June 13. Interviews: Start November 1. Avoid: November 24-29, December 16-January 3, January 24-February 10, April 6-13.

Ohio Wesleyan University, Delaware-Mrs. Roland Boecklin, Placement Director. January 30, June 6. Interviews: October 18-May 24. Avoid: October 1-15, November 25-26, December 16-January 5, January 20-31, April 1-13, May 25-31.

Otterbein College, Westerville-F. S. Vance, Registrar. January 28, June 6.

University of Akron, Akron-G. A. Hagerman, Assistant Dean. June 14. Interviews: February 14-June 3. Avoid: February 22, March 11, April 4-9, May 26, 30.

University of Cincinnati, Cincinnati-H. C. Messenger, Director of Coordination and Placement. Applied Arts-R. F. Stockdale. Business Administration-L. J. Schwallie (men), Mrs. M. F. Palmer and Mrs. W. B. Mosbacker (women). Engineering-Ralph Peters (Aeronautical), R. A. Van Wye (Chemical and Metallurgical), R. W. Renn (Civil), W. J. Studt (Electrical), W. H. Hoblitzel (Mechanical). Interviews for the above: January 10-April 1. Avoid: February 21-25, Saturdays. Arts & Science, Graduate School, Home Economics, Law-Ralph L. Murray, Supervisor, Placement Service. Robert Prigge, Assistant Supervisor. Interviews: November 15-April 1. Avoid: November 25-27, December 20-January 1, January 17-February 2, February 22, Saturdays.

University of Dayton, Dayton-Lloyd A. Rensel, Director, Guidance Center. January 30, June 4, July 30. Avoid: December 18-January 4, January 24-31, February 23-28, April 6-12, May 30-June 4.

University of Toledo, Toledo-Edward W. Jackson, Director of Placement. February 4, June 10. Interviews: October 15-May 15. Avoid: November 25-28, December 13-January 2, January 24-February 1, April 8-17.

Wittenberg College, Springfield-Dr. Robert H. Kessner, Director of Placement. February 2, June 7. Avoid: November 9-13, 25-30, December 18-January 4, January 22-30, February 22, April 14-20.

Western Reserve University, Cleveland-Mrs. Bess Barr LeBedoff, Director, Placement Service. Interviews: September 27-May 27. Avoid: November 25-28, December 19-January 2, January 29-February 9, April 3-10.

Wooster College, Wooster-Paul V. Barrett, Career Counselor. June 13. Interviews: Chemistry Majors-early after January 15, Others-March and April.

Youngstown College, Youngstown-Robert D. Cooper, Director of Placement. January 31, June 5, August 22.

Oklahoma

Langston University, Langston-J. H. Hughes, Director, Placement Bureau. January 24, July 29, May 29. Avoid: November 23-29, December 17-January 4.

Northeastern State College, Tahlequah-Dr. Luther D. Brown, Director of Teacher Training & Placement Service. June 1, July 30.

Northwestern State College, Alva-John B. Stout, Director, Training and Placement. May 27.

Oklahoma A & M College, Stillwater-A. O. Martin, Director, Placement Bureau. January 22, May 30. Interviews: For engineering graduates-Professor C. R. Wood, Director of Student Personnel, O.I.T. For Business graduates-Professor E. C. Burris, Assistant Dean of Commerce. Avoid: November 24-29, December 18-January 3, January 17-27, April 6-12, May 23-28.

Oklahoma City University, Oklahoma City-Doris I. Miller, Associate Director of Student Personnel. June 22, May 27.

University of Oklahoma, Norman-Frank A. Ives, Director of Placement. January 26, June 2, August 5. Interviews: October 15-April 15. Avoid: November 24-29, December 22-January 3, January 18-February 4, April 2-8, after May 27.

Oregon

Lewis and Clark College, Portland—Julia G. Johnson, Director of Placement. January 28, June 4, August 10. Avoid: November 25, 26, December 16-January 3, January 21-28, March 11-21.

Oregon College of Education, Monmouth—Mrs. Minnie M. Andrews, Placement Director. June 3, August 5, December 18, March 16.

University of Oregon, Eugene—Karl W. Onthank, Director of Graduate Placement. June 12, August 12. Avoid: December 12-18, January 3, March 14-19, March 28, June 6-11.

Willamette University, Salem—H. B. Jory. February 5, June 5. Avoid: November 24-29, December 17-January 3, January 20-February 8, April 1-12, May 29-June 5.

Pennsylvania

Albright College, Reading—Anna R. Benninger, Registrar. June 5. Avoid: December 18-January 3, February 1-7.

Allegheny College, Meadville—Robert T. Sherman, Placement Director. January 27, June 6. Avoid: December 18-January 3, January 17-February 2, March 11-12, April 2-13.

Beaver College, Jenkintown—Miss Amelia Peck, Placement Director. February 1, June 8.

Bryn Mawr College, Bryn Mawr—Mrs. J. L. Crenshaw, Director, Bureau of Recommendations. May 31. Avoid: December 17-January 4, March 25-April 4, May 16-May 31.

Carnegie Institute of Technology, Pittsburgh—Charles E. Wangeman, Head, Bureau of Placements. June 7. Interviews: February 10-May 24. Avoid: April 7-13.

Cedar Crest College, Allentown—Mary E. Kriebel, Director, Placement Service. May 29. Avoid: November 24-29, December 17-January 3, January 12-31, March 25-April 4.

Franklin & Marshall College, Lancaster—Richard V. Showers, Director of Admissions & Placement. June 13. Interviews: February 14-28, March 1-31, April 1-5, 18-30, May 1-20. Avoid: April 6-17.

Grove City College, Grove City—Jack Kennedy, Placement Officer. June 4. Interviews: February 15-May 1. Avoid: April 5-13.

Haverford College, Haverford—Bennett S. Cooper, Alumni Secretary & Placement Director. June 3. Avoid: December 18-January 2, January 12-29, March 26-April 3, May 16-June 1.

Juniata College, Huntingdon—James F. Penney, Dean of Men & Director of Placement. January 31, June 6. Avoid: March 25-April 5.

Lafayette College, Easton—Fred. W. Slantz, Director of Placement. E. D. Bryant, Associate Director. June 10. Interviews: January 4-19, February 8-April 5, April 14-May 20. Avoid: January 20-February 3, April 6.

Lehigh University, Bethlehem—E. A. Teal, Director of Placement. February 2, June 10. Interviews: November 1-23, November 29-December 17, January 3-21, February 9-April 1, April 11-May 27.

Marywood College, Scranton—Rosemary Carroll, Director of Placement. May 29. Interviews: after March 1.

Moore Institute of Art, Science & Industry for Women, Philadelphia—Elizabeth R. Orr, Registrar and Director of Placement. January 26, June 1. Interviews: April 15-May 15, after June 2. Avoid: May 15-June 2.

Mount Mercy College, Pittsburgh—Sister M. Adrian, Placement. June.

Muhlenberg College, Allentown—George A. Frounfelker, Director, Records, Placement & Counseling. June 6. Avoid: November 24-26, December 17-January 3, January 17-February 1, February 14-17, March 28-29, April 6-11, after May 20.

Pennsylvania College for Women, Pittsburgh—Phyllis Uphill, Director of Placement. June 6.

Pennsylvania Military College, Chester—Clarence R. Moll, Dean of Admissions and Student Personnel. June 7.

The Pennsylvania State University, State College—George N. P. Leetch, Director. January 31, June 11. Interviews: October 4-December 17, February 21-May 13. Avoid: November 24-29, April 6-13.

Philadelphia Textile Institute, Philadelphia—Donald B. Partridge, Dean of Students. June 11. Interviews: February 7-May 30. Avoid: week of April 4.

Saint Francis College, Loretto—J. Paul Melanson, Director of Public Relations. January 21, May 29, July 29.

St. Joseph's College, Philadelphia—Joseph D. Pascucci, Director of Placement. June 5.

St. Vincent College, Latrobe—Aelred J. Beck, O.S.B., Dean, Director of Guidance & Placement. May 29.

Temple University, Philadelphia—John Barr, Placement Officer. February 15, June 16. Avoid: Before September 19, November 25-28, December 18-January 2, January 17-25, January 26-February 5, April 6-12, May 31-June 8, June 16.

University of Pennsylvania, Philadelphia—E. Craig Sweeten, Director of Placement. February 12, June 15. Interviews: February graduates—November, December, January. June Graduates—after February 8. Avoid: November 24-29, December 18-January 3, January 24-February 5, April 2-12.

University of Pittsburgh, Pittsburgh—Paul M. Sherwood, Director, Placement Bureau. February 4, June 15. Interviews: November 1-December 10.

University of Scranton, Scranton—John R. Gavigan, Placement Director. June 5. Interviews: February 1-June 1.

Villanova, Villanova—George A. Harris, Director, Placement Services. June 6. Interviews: February 21-May 14. Avoid: February 22, April 3-18.

Washington Jefferson College, Washington—John L. Henninger, Assistant to the President. June 10. Interviews: February-March.

Westminster College, New Wilmington—William A. Johns, Director of Placement. June 6.

Wilkes College, Wilkes-Barre—John J. Chwalek, Placement Director. June 6. Interviews: October-June.

Rhode Island

Brown University, Providence—Mrs. Hope Richards Brothers, Director of Senior Placement. June 6. Interviews: November 15-April 30. Avoid: November 24-26, December 20-February 1, April 4-8.

Bryant College of Business Administration, Providence—Lautrelle P. Love, Director of Placement. February, August.

Pembroke College in Brown University, Providence—Miss Katharine Irwin, Director of Placement. June 6, May 17. Interviews: March, late February. Avoid: November 11, October 12, November 24-29, December 18-January 4, January 15-February 2, April 2-10, after May 17.

Providence College, Providence—Maurice J. Timlin, Placement Director. June 7.

University of Rhode Island, Kingston—Raymond H. Stockhard, Director of Placement. June 13. Interviews: November 15-December 10, February 7-May 13. Avoid: November 24-26, February 22, April 7-13, May 4.

South Carolina

College of Charleston, Charleston—Edward E. Towell, Professor of Chemistry. January 28, May 23, 24. Avoid: two weeks preceding the end of each semester.

Furman, Greenville—Edwin W. Tenney, Jr., Director of Student Personnel. January, June.

Limestone College, Gaffney—Harold P. Wheeler, Dean. January 29, May 29. Avoid: November 23-29, December 18-January 4, January 24-29, April 2-12, May 23-27.

University of South Carolina, Columbia—Mrs. Ruth E. McVey, Director, Division of Personnel and Placement. January 27, June 3. Interviews: October-May.

Winthrop College, Rock Hill—John G. Kelly, Registrar and Director of Placement. May 29. Avoid: January 13-27, April 5-13.

South Dakota

Augustana College, Sioux Falls—R. W. Schlicht, Director of Placement. January 29, June 7, August 12. Interviews: Begin March 1. Avoid: March 14-15, April 11-18, May 28-June 6.

General Beadle State Teachers College, Madison—R. Milton Rich, Director, Special Services. June 1, August 14.

Northern State Teachers College, Aberdeen—Lloyd F. Johnson, Director, Extension and Field Services. May 27, August 12.

School of Mines & Technology, Rapid City—L. R. Palmerton, Director Student Personnel. November 24, March 5, June 3. Avoid: November 20-29, December 18-January 3, March 2-14, June 3.

South Dakota State College, College Station—R. Y. Chapman, Dean, Student Personnel. November 24, March 2, May 28, July 23. Avoid: October 22, 23, November 11, 12, November 24-30, December 1-January 3, March 2-8, April 8-12, May 22-28.

University of South Dakota, Vermillion—Bernard D. Perkins, Director of Business Placement. September 13-January 29, 31, June 6. Avoid: December 17-January 3, January 22-February 2, April 7-12.

Yankton College, Yankton—Paul Tinsley, Director of the Placement Bureau. February 1, June 1.

Tennessee

Austin Peay State College, Clarksville—M. P. Bowman, Dean, Registrar. June 3, August 9.

East Tennessee State College, Johnson City—Flora Marie Meredith, Director, Office of Placement Services. December 18, March 16, June 4, August 20. Avoid: October 29, 30, November 25-28, December 18-January 4, March 17-22.

Tennessee A & I State University, Nashville—Mrs. Annie G. H. Sasser, Director of Placement Bureau. December 2, May 30, March 10, August 7. Interviews: March 20-30.

Tusculum College, Greeneville—Mrs. M. Wesley Roper, Executive Secretary. January 21, May 22, May 28. Avoid: December 16-January 4. Interviews: November and April.

Union University, Jackson—Troy G. Young, Director of Placement. June, August.

University of Chattanooga, Chattanooga—James G. Umbarger, Placement Director. January 27, June 6. Interviews: Friday mornings at 11:00. Avoid: September, November 25, 26, December 18-January 3, January 20-29, March 26-April 4, May 26-June 2.

University of Tennessee, Knoxville—Howard H. Lumsden, Placement Director. December 17, March 19, June 6, August 20. Interviews: October 11-December 9, January 10-March 11, March 23-May 27, June 14-August 19. Avoid: Saturdays, October 29, November 25-27, April 8, 9.

Vanderbilt University, Nashville—Miss Ava F. Sellers, Placement Counselor, Arts & Science and Graduate School. December 18, March 17, June 2, August 20.

Texas

A. & M. College of Texas, College Station—F. W. Hensel, Assistant Director, Placement Office. May 27. Interviews: October 18-second week in January, February 1-middle of May. Avoid: Saturdays, November 24-28, December 18-January 3, April 6-11.

Baylor University, Waco—Arch W. Hunt, Director of Employment and Placement. November 24, March 3, May 27, August 19. Avoid: between quarters, Thanksgiving, Christmas, and Easter Holidays.

Midwestern University, Wichita Falls—Mrs. T. J. Karr, Director of Placement Service. August 27, May 26.

The Rice Institute, Houston—Georgia Hink, Secretary of Placement. June 3. Interviews: October 11-May 1. Avoid: November 24-29, December 18-January 3, January 24-February 7, April 7-12.

Sam Houston State Teachers College, Huntsville—W. C. Perkins, Director, Placement Office. June 1, August 20.

South Texas College, Houston—John H. Anthony, Director, Counseling & Placement. January 22, May 30, August 26.

Southern Methodist University, Dallas—D. Robb, Director, Employment & Placement. L. D. Beck, Coordinator, Graduate Placement. January 26, July 13, May 30, August 25. Interviews: September 27-November 20, January 31-March 26. Avoid: November 24-29, December 18-January 3, January 17-26, April 5-12, May 19-27.

Southwest Texas State Teachers College, San Marcos—Pat H. Norwood, Director of Public Service. January 22, May 22, August 25.

Southwestern University, Georgetown—Oscar A. Ullrich, Dean. May 30, May 28, August 5, August 4.

St. Mary's University, San Antonio—Leo M. Donohue, Placement Director. January 31, May 31, August 31. Interviews: October 15-May 15. Avoid: October 18-20, December 20-January 3, January 24-February 1, April 7-12.

Texas State College for Women, Denton—Dr. W. L. Roy Wellborne, Director Placement and Guidance. January 30, May 30, August 19. Avoid November 23-29, December 17-January 3, April 7-12.

Texas Technological College, Lubbock—Jean A. Jenkins, Director of Placement. January 26, May 30. Interviews: November 1-December 17, January 5-12, February 2-May 13. Avoid: September 18, November 13, November 25-29, December 22-January 3, January 12, 26, 28, 29, April 8-12, 22, 23, 28-30, May 13, 30, June 6.

Texas Wesleyan College, Fort Worth—Harry W. Rice, Registrar. May 23-28.

Texas Western College, El Paso—Dr. A. N. Foster, Director of Placement. February, June, August 25.

University of Houston, Houston—Lou Russell, Director, Placement & Field Relations. January 24, June 4. Avoid: November 25-29, December 16-January 3, January 17-24, April 8-9, April 18-22, May 26-June 2.

Utah

Brigham Young University, Provo—B. Keith Duffin, Director of Placement. December 14, March 15, May 31, August 19. Avoid: November 24-27, December 15-January 5, March 15-22.

University of Utah, Salt Lake City—Herald L. Carlston, Placement Director. August 27, December 18, March 19, June 6. Avoid: December 10-January 3, March 10-25.

Vermont

Middlebury College, Middlebury—Gordon C. Perine, Director of Placement. June 13. Avoid: January 3-5, February 14-19, March 30-April 15, May 26 on.

Virginia

College of William & Mary, Williamsburg—Albert Mims, Jr., Director of Placement. February 3, June 12. Avoid: December 18-January 4, April 5-13, January 21-February 3, May 27-June 9, November 24-29.

Emory and Henry College, Emory—Dr. Nicholas C. Brown, Registrar. May 29, August 20. Avoid: September 2-10, November 6, 8-13, 25-27, December 18-January 3, January 15-22, 25, February 19, February 28-March 5, March 19, April 7-12, May 20-27, 28, 29.

Hampton Institute, Hampton—Llewellyn K. Shivery, Secretary of Placement. May 30.

Hollins College, Roanoke—Margaret Eldridge, Registrar. May 29. Avoid: April 1-12, May 17-29.

Longwood College, Farmville—Mrs. Mary W. Watkins, Executive Secretary. February, June, August.

Mary Baldwin College, Staunton—Martha S. Grafton, Dean. May 30. Avoid: November 24-29, December 18-January 4, March 26-April 5.

Mary Washington College of the University of Virginia, Fredericksburg—Mrs. Ruth E. Jenkins, Director, Placement Bureau. May 30. Avoid: November 24-29, December 17-January 4, January 21-27, May 20-27, April 7-13.

Randolph-Macon Women's College, Lynchburg—Jean Brackman, Vocational Counselor. Avoid: December 16-January 3, March 19-30.

Sweet Briar College, Sweet Briar—Jean L. Williams, Director of Vocational Guidance. June 6.

Virginia Polytechnic Institute, Blacksburg—Dr. W. H. Cato, Director, Guidance and Placement. December 11, March 17, June 5. Avoid: November 20-January 10, March 5-April 1.

Virginia State College, Petersburg—E. W. Whitlow, Supervisor, Student Placement Service. January 29, May 28.

Washington and Lee University, Lexington—James D. Farrar, Director of Placement. January 28, June 3.

Washington

Central Washington College of Education, Ellensburg—E. E. Samuelson, Dean of Students. June 6, August 13.

Seattle Pacific College, Seattle—Warren N. Watson, Dean of Education. December 10, March 18, June 4, August 19.

The State College of Washington, Pullman—Walter M. Bristol, Director, Placement Bureau. June 5. Avoid: November 22-28, December 17-January 2, January 18-22, January 31-February 14, April 2-10.

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PHILADELPHIA



University of Washington, Seattle—Carl Dickinson, Placement Director. December 17, March 18, June 10, August 19. Avoid: November 11, 25-28, December 11-31, January 1-10, February 22, March 12-31, April 1-3, May 30, June 4-20.

Western Washington College of Education, Bellingham—M. A. Allan, Appointment Secretary. December 17, March 18, June 9. Interviews: May 10-June 9.

Whitman College, Walla Walla—Kenneth J. Hupp, Director of the Placement Service. May 29. Avoid: December 18-January 3, April 2-11.

West Virginia

Fairmont State College, Fairmont—Wayne S. Martin, Director of Student Affairs. January 21, May 27, August 20.

Marshall College, Huntington—Paul N. Musgrave, Director, Summer Teacher Placement. February 1, June 1, August 20.

Shepherd College, Shepherdstown—E. N. Perkeris, Dean of Men, Director of Placement. June 6. Interviews: April 11-15.

West Virginia University, Morgantown—Miss Cornelia Ladwig, Placement Advisor. January 14-20, May 21-30. Interviews: October 18-December 17, January 6-13, February 14-April 6. Avoid: September 14-October 17, November 1-7, 25, December 18-January 2, January 14-20, 21-26, February 1-13, March 12-19, April 8-12, May 21-30.

West Virginia Wesleyan College, Buckhannon—A. A. Schoolcraft, Dean. January 22, May 24, July 15, August 26. Avoid: November 25, December 16-January 22, January 15-24, March 19-27, April 1-5, After May 13.

Wisconsin

Beloit College, Beloit—John P. Gwin, Dean of Students & Director of Placement. January 29, June 5. Avoid: December 18-January 3, January 20-31, April 2-11, May 26-June 5.

Carroll College, Waukesha—Ruth V. Luebke, Assoc. Placement Director. January 17, May 29. Avoid: December 18-January 3, April 7-18.

Lawrence College, Appleton—Joseph Hopfensperger, Assistant to the Dean of the College. June 12. Interviews: January 3-May 30. Avoid: April 2-12.

Marquette University, Milwaukee—John P. Malloy, Associate Director. Mary Kreul, Placement Assistant. College of Engineering—November 23, March 2, May 25. Avoid: Before October 4, November 1, 22-December 3, December 8, December 20-January 7, February 28-March 11, April 7-12. College of Liberal Arts and College of Business Administration—January 27, June 8. Avoid: September 13-October 4, November 1, 21-29, December 8, December 18-January 4, January 17-February 1, April 6-12, May 19.

Mount Mary College, Milwaukee—Sister Mary Estelle, S.S.N.D., Director of Guidance. June 1.

Ripon College, Ripon—J. Frederic Andrews, Professor of Education. June 4. Avoid: April 1-13.

State College, Superior—V. E. van Patter, Director of Summer School. January 21, June 8, July 22.

University of Wisconsin, Madison—H. G. Goehring, Placement Coordinator. January 29, June 17, August 19. Interviews: October 25-May 27. Avoid: November 24-29, December 17-January 3, January 17-February 11, April 7-18.

Wisconsin State College, Eau Claire—Louis E. Slock, Acting Director, Placement Department. January 28, June 5. Interviews: June graduates, not before February 1.

Wisconsin State College, Milwaukee—L. H. Mathews, Director of Field Service. January 28, June 12. Interviews: January graduates—after November 8, June graduates—after February 7. Avoid: December 18-January 3, January 20-26, April 8-18, after June 3.

Wyoming

University of Wyoming, Laramie—O. R. Hendrix, Director, Student Personnel and Guidance. Dean H. T. Person, College of Engineering. Dean M. C. Mundell, College of Commerce and Industry. Dean Harlan Bryant, College of Education. Dr. S. H. Knight, Department of Geology and Mineralogy. June 6, August 19.



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Purchasing. Develop sources of supply and purchase all materials and equipment from outside sources.

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Test and Research. Conduct field tests to establish compliance with contractual obligations. Assist in development of data relating to problems of combustion and heat transfer. Prepare and coordinate test results so that they may be used for design and performance improvement.

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